Mid Plains Community College
2014-15 Instructional Assessment Report:
A Work In Progress

McCook Community College
North Platte Community College
Extended Campuses:
Broken Bow
Imperial
Ogallala
Valentine

Introduction—Academic Assessment

In 2013 and 2014, MPCC faculty and staff participated in two assessment focused fall enrichment days. In 2013, faculty were in the beginning stages of creating an assessment framework utilizing existing resources and documenting the assessment work they were already doing. At the conclusion of the 2014-15 academic year, faculty are moving from reviewing course and program outcomes and developing measurements to collecting and analyzing results.

Criteria for Inclusion

Exclusion from this report does not equal non-participation in MPCC's assessment process. Academic/Instructional areas not represented the 2014-15 report are busy reviewing course outcomes and documenting measurements.   Linda Suskie, Vice President, Middle States Commission on Higher Education, states "All assessment is a perpetual work in progress." Faculty have made considerable progress, but work remains.

MPCC's 2014-15 Academic Assessment Report: A Work in Progress **is not** a tidy, linear report where areas and departments follow the same assessment models and use the same matrix forms. *MPCC's 2014-15 Assessment Report: A Work in Progress* **is** a collection of assessment stories, each different, that collectively show a dedicated faculty and staff who are committed to answering the question, "What can we do better?" to support MPCC's mission of providing quality educational opportunities for lifelong student learning.

Measurements

Generally, measurements are specific to each instructor, program, or course. However, for program assessment, MPCC's annual Completer Report and NOCTI (National Occupational Competency Testing Institute) exams are two common measurements utilized.

Completer Report: MPCC's annual Completer Report is published annually and contains results from two college-wide surveys:

- Graduate Survey: The Graduate Survey was designed by the MPCC Office of Institutional Research and Planning, with the help of the MPCC Career Services Center, and contains questions from the following categories:
    - General demographic information
    - Information regarding future plans and post-graduate status
    - Employment information
    - Evaluation of college services
- Employer Survey: The Graduate Employer Survey includes information provided to MPCC by employers of students who completed the Graduate Survey and gave permission to contact them. Employer feedback is included in this report in order to ascertain the impact of students' education on their careers. Employers were not asked any questions pertaining to wage, length of employment, or hire date.

NOCTI Exams: NOCTI is the largest provider of industry-based credentials and partner industry certifications for career and technical education (CTE) programs across the nation. Whether using assessments to guide data-driven instructional improvement or to assist with teacher evaluation systems, NOCTI provides a credible solution through its validated and reliable technical skill assessment.

Areas Included

Applied Technologies
- Automotive Technology
- Diesel Technology
- Electrical Technology
- HVAC
- Welding Technology

Business and Technology
- Business
- Business Office Technology
- Computer Science
- Graphic Design and Visual Communications
- Information Technology

Health Occupations
- Dental Assisting
- Emergency Medical Technician (North Platte)
- Medical Laboratory Technician
- *Nursing (ADN)

Humanities, Human Services, and Social Sciences
- Criminal Justice
  - CRIM 1010 Intro. To Criminal Justice
- Early Childhood Education
- English
  - ENGL 1010 Expository Writing I
- Public Speaking

Mathematics and Science
- Biology
  - BIOS 1010 General Biology
- Chemistry
  - CHEM 1050 Survey of Chemistry I
  - CHEM 1090 General Chemistry I
  - CHEM 1100 General Chemistry II
  - CHEM 2410 Organic Chemistry I
  - CHEM 2420 Organic Chemistry II
- Mathematics
  - MATH 1150 College Algebra

AQIP Item #	O or OO*	Comment	Response: How is comment being addressed?
1P2	O	Programs at Mid-Plains use a similar process to determine learning objectives across the college. [1]*__This generic process does not indicate how or if the learning objectives are measured and how the data is used to inform the program. An opportunity exists to formalize the process and assure consistent implementation across all areas of the college__*	1. An internal program review schedule was approved by MPCC's Instructional Leadership Team in 2013. A copy of the program review form and schedule are included in the 2014-15 Assessment Report Appendix.
1P8	O	A process is in place to direct students into developmental coursework in math, reading, and writing based on ACT and COMPASS score ranges. [1]*__However, the assistance process provided to underprepared students is largely left to the discretion of the advisors who may direct students to the support services available on the campus rather than having specific targeted activities based on score ranges.__* Mid-Plains may wish to develop processes that more specifically identify the appropriate support services based on various score ranges and evaluate the success of these to determine how each aids students in better preparation for college level course work.	2. The ENGL 0990 College Prep Writing Pilot Project and ENGL 1010 Expository Writing I reports provide feedback on concepts, such as sentence and paragraph structure, students struggle with. As more data is collected, English faculty and Student Success Center staff and develop targeted efforts to assist students.
1P13	OO	Though activities directed at ensuring up to date programs and courses appear to take place regularly, the portfolio does not explain [1]*__a systematic program review process that is utilized to determine programs that are meeting institutional goals and those that should be discontinued.__*	1. See 1P2
1P14	OO	Internal processes for changing or discontinuing programs and courses are in place. While these are based on appropriate input, such as feedback from advisory committees, assessment of industry trends, and	1. See 1P2

*Opportunities are designated by **O**, with **OO** indicating areas where attention may result in more significant improvement (2012 Systems Appraisal Feedback Report; September 25, 2012).*

		initiales of the Nebraska Coordinating Commission for Postsecondary Education, Mid-Plains might consider establishing [1]*a formal, cyclical review process, within an institutional framework, for reviewing programs and courses. This process could include the discussed process for addressing programs with declining enrollments.*	
1P18	OO	Mid-Plains has addressed some of the concerns of HLC evaluators expressed in 2004. Since it participated in the Assessment Academy, Mid-Plains has developed college-wide learning outcomes, institutionalized a learning objective matrix system, expanded faculty involvement in assessment, and made improvements in communication regarding assessment. However, a key element of the assessment process, [1] *the Area Assessment of Student Learning Team, has not met for two years; and this indicates a lack of institutional focus and commitment to meeting HLC expectations for assessment*. While Mid-Plains is working to improve this situation by creating a Coordinator of Assessment position, an opportunity [2]*exists for central administration to demonstrate through communication and action, its commitment to a viable, ongoing assessment process*	1. The re-established Assessment Leadership Team (ALT) met in April 2014. In 2014-15, the team met on a quarterly basis. The 2015-16 schedule will be similar. For more information about the ALT, go to www.mpcc.edu and click on About MPCC, then Institutional Research and Planning or click here. 2. In October 2013 and 2014, MPCC faculty and staff participated in a college wide enrichment day focused on assessment. Assessment will continue to be a part of the 2015 enrichment day. The assessment focused enrichment days, combined with the re-established Assessment Leadership team, and hiring a full time assessment coordinator positon show commitment from central administration to assessment as a "viable ongoing assessment process."
1I1a	OO	Mid-Plains readily admits that it has had some challenges in creating a culture that supports and encourages assessment. Although progress has been made, evidence as reported in Category One indicates much activity in data gathering but less in reviewing and analyzing. While the negative feeling the faculty have had regarding assessment has diminished, Mid-Plains should seize	1. **Processes, results, and improvements that demonstrate a commitment to integrating assessment into a culture of student learning:** • *Processes and improvements* → 2013 & 2014 college wide assessment focused enrichment days → Revised cabinet team report with focus on results, analysis, and action

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		the opportunity to encourage assessment and the use of data to improve student learning. Mid-Plains participated in the Academy for Assessment of Student Learning. [1]*However, Mid-Plains has not provided processes, results, or improvements which demonstrate that it has made a commitment to integrating assessment into its culture of student learning.* Instead, Mid-Plains has provided counter-evidence to embracing a culture of assessment in the [2]*fact that its Area Assessment of Student Team is not functioning currently.*	• *Focus on results* → A yearly report highlighting use of assessment results in instructional and non-instructional areas. The report highlights how areas and departments are using assessment results to make data informed decisions → In 2014-15, MPCC published its first Non-Instructional Assessment report. Click here for a link. **2. Assessment Leadership Team** → See 1P18
2P4	O	[1]*Mid-Plains acknowledges non instructional objectives are not assessed at this time.* The reports already generated for the Board of Governors could provide the foundation for that assessment. Next steps might include seeking benchmarking opportunities with peers to develop measurable goals with targets to aid in the continuous improvement process.	**1. Non Instructional objectives**: See 1P1A. The revised cabinet team/assessment report will formalize the assessment process for all non-instructional areas.
2P5	O	Although Mid-Plains makes available an online form to solicit suggestions from faculty and staff, it is unclear [1]*what processes are in place to systematically assess faculty and staff needs*	**1. Addressing Faculty & Staff Needs:** Feedback from the administrative assistant pilot project a survey conducted by MPCC's human resources office led to an ongoing set of training on a variety of topics faculty and staff indicated interest. The offerings are evaluated on a semester basis to determine what changes need to be made.
2R2	O	Though some entities responsible for non-instructional objectives report annually to the Board of Governors, [1]*there is no process in place for assessing and reviewing non-instructional objectives.* In the future, assessment of non-instructional objectives could be incorporated into Mid-Plain's comprehensive assessment planning process to close	1. **Non instructional objectives**: See 1P1A.

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		the loop and aid in continuous quality improvement.	
5P5b	O	A cause of concern is the report that [1]*the Area Assessment of Student Learning Team is not active. Thus, an area for opportunity exists.*	1. **Assessment Leadership Team:** See 1P18
6I1	O	Mid-Plains provides a comprehensive list of improvements in support services, including improvements in advising, financial aid, business offices, distance learning, information technology and institutional advancement. However, [1]*no linkage is provided between the processes the institution has in place, the results it has identified, and the improvements being made. Thus, no documented, continuous improvement cycle is shown*. Building a comprehensive picture of how processes are measured and how measurements are used to make improvements will help the institution provide evidence that it is embracing a culture of quality improvement	1. **Instructional Programs and Departments:** MPCC's annual graduate survey includes questions specifically related student services and technology. At the program level, survey results can be viewed holistically or customized for different academic programs. While MPCC is in the beginning stages of building measureable processes, an in-depth review of the graduate survey along with two years of CCSSE data provide a solid foundation of evidence of its commitment to quality improvement. 1. **Non-Instructional Areas:** The combined Cabinet/Team report and corresponding help guide will formalize the assessment process for all non-instructional areas
7P6	O	Mid-Plains acknowledges [1]*that no systematic process for connecting outcomes for non-instructional areas to the College's strategic goals and objectives exists. An opportunity exists to align these areas to the strategic goals and setting measurable targets for those goals. Alignment will allow Mid-Plains to show evidence of continuous quality improvements.*	1. **Non-Instructional objectives**: The Cabinet Team/Assessment Report includes a column requiring staff to connect area goals to college wide student learning outcomes. For more information, see 1P1A response.
8P5-8P6	O	In 7P6 MPCC indicates that it has not yet designed a process to **connect the goals and objectives of non-instructional programs units with the College's overall strategic goals and objectives.** Therefore, it is unclear how the College is currently meeting its planning needs adequately for both instructional and non-instructional units.	3. **Non-instructional objectives**: See 1P1A and 7P6.

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Mid-Plains Community College
Assessment Report: Narrative Summary

Program: Automotive Technology
Division: Applied Technologies

Introduction
MPCC's Automotive Technology Program uses ASE (The Society for Automotive Service Excellence) Student Certification Test scores as the basis for program assessment. Student certification tests are administered by ASE, which is the certifying organization for the automotive industry. While student tests are not scored at the same level as automotive technicians in the field, they are identical to ASE tests automotive technicians take for certification.

2013-14 Summary of Recommendations
- Students met or exceeded expectations in skill groups A-3 Manual Drive Train, A-4 Suspension and Steering, A-6 Electrical/Electronic Systems, A-7 Heating and Air Conditioning Systems, and A-8 Engine Performance.
- Students did not meet expectations in skill groups A-1 Engine Repair and A-2 Automatic Transmission. Both groups will be monitored over the next year before any adjustments are made.
- To address the below average scores for skill group A-5 Automotive Brake Systems, second year students will have more opportunities for hands on experience in their third and fourth semesters prior to taking the ASE exam. Brake Systems is one of the first classes in the program.

2014-15 Assessment Methods & Procedures
- ASE categorized automotive skills in to eight major skill groups for master certification, A1 Engine repair, A2 Automatic Transmission, A3 Manual Drive Train, A4 Suspension and Steering, A5 Brakes, A6 Electrical/Electronic Systems, A7 Heating and Air Conditioning Systems, and A8 Engine Performance. A panel comprised of automotive technicians, educators in the automotive field, and automotive engineers make up the tests and determine the minimum passing scores.
- For the second year Automotive Technology students, the NOCTI Automotive Technician-Advanced exam is used as part of the program assessment process.

2014-15 Results/Outcomes
- Students met or exceeded expectations for all 8 ASE standards. See assessment matrix for specific information.

2014-15 Conclusions, Recommendations, and Changes Made
Recommendations
- For ASE Standards A-1, A-2, A-3 & A-4, faculty will raise expectations based on high student performance for the past three years.

Changes Made
- Auto Brakes Systems is a first year/first semester course. By the time students take the ASE A5 Brake exam, three-four semesters have passed. As a result, scores were not meeting faculty expectations. To improve scores and give students more experience, extra time was built in to the third and fourth semesters so students could have more hands on experience. The extra time improved student results. In 2013-14, 75% of students met expectations. In 2014-15, 100% of students met expectations.

2014-15 Automotive Technology

Objectives	Measure	Expectation/Result	Analysis	Action	Outcomes
Students completing the Associate of Applied Science Degree in Business will:					
A1- Engine repair	**Students will complete the ASE Student Certimication Exam A1Engine Repair**	**80% of the students in the Automotive program will pass with a score of 50% or better.** **Result 100%**	Students performed well above expectation. This is the 3rd year that this has happned.	Rais expectation to 80% of the students in the Automotive Program will pass weth a score of 60% or better.	
A2-Automatic Transmission	**Students will complete the ASE Student Certimication Exam A2 Automatic Transmission**	**80% of the students in the Automotive program will pass with a score of 50% or better.** **Result 100%**	Students performed well above expectation.	No Action necessary.	
A3- Manual Drive Train	**Students will complete the ASE Student Certimication Exam A3 Manual Drive Train**	**80% of the students in the Automotive program will pass with a score of 50% or better.** **Result 100%**	Students performed well above expectation. This is the 3rd year that this has happned.	Rais expectation to 80% of the students in the Automotive Program will pass weth a score of 60% or better.	
A4- Suspension and Steering	**Students will complete the ASE Student Certimication Exam A4 Suspension and Steering**	**80% of the students in the Automotive program will pass with a score of 50% or better.** **Result 100%**	Students performed well above expectation. This is the 3rd year that this has happned.	Rais expectation to 80% of the students in the Automotive Program will pass weth a score of 60% or better.	

Objectives	Measure	Expectation/Result	Analysis	Action	Outcomes
A5- Automotive Brake Systems	**Students will complete the ASE Student Certimication Exam A1 Atuomotive Brake systems.**	**80% of the students in the Automotive program will pass with a score of 50% or better.** **Result 100%**	Students performed well above expectation.	No Action necessary.	Brakes is a first semester course and we were having trouble with the students not being able to pass their assesment exams. We adjusted our scheduling in the shop during the third and fourth semesters so that the students could have more hands on experiance with brakes. This seemed to help.
A6- Electrical/Electronic Systems	**Students will complete the ASE Student Certimication Exam A6 Elsetrecal/Electronic Systems**	**80% of the students in the Automotive program will pass with a score of 50% or better.** **Result 100%**	Students performed well above expectation.	No Action necessary.	
A7- Heating & Air Conditioning systems	**Students will complete the ASE Student Certimication Exam A7 Heating & Air Conditioning Systems**	**80% of the students in the Automotive program will pass with a score of 50% or better.** **Result 100 %**	Students performed well above expectation.	No Action necessary.	
A8- Engine Performance	**Students will complete the ASE Student Certimication Exam A8 Engine Performance**	**80% of the students in the Automotive program will pass with a score of 50% or better.** **Result 100 %**	Students performed well above expectation.	No Action necessary.	

Mid-Plains Community College
Assessment Report: Narrative Summary

Program: Diesel Technology
Division: Applied Technology

<u>**Introduction**</u>
The Diesel Technology Program provides training in engine design and overhaul, electrical systems, air brake systems, pneumatic and hydraulic systems, diesel fuel and control systems, transmissions and axles, and metals and welding. Students have the option of an Associate of Applied Science Degree or certificates (Basic Engine Electrical, Powertrain, Fuel Systems, and Diesel Technology).

<u>**2013-14 Summary of Recommendations**</u>
- Creating, distributing, and encouraging employers to return surveys is a challenge. Twice a year advisory meetings provide an opportunity to collect anecdotal information, but collecting specific information related to DSLT students employment is problematic.
- Based on the DSLT graduate survey, students were satisfied with the overall quality of instruction and student services.
  - **Instruction:** 3.53 average
  - **Student Services:** 4.16 average
  - *Scale: 5=Very Good, 4=Good, 3=Average, 2=Poor, and 1=Very Poor.*
- Assess all program outcomes and focus on course level assessment

<u>**2014-15 Results/Outcomes**</u>
- Overall, students are meeting faculty expectations in DSLT courses based on course outcome measurements
- Poor attendance is a significant factor for students who do not successfully complete the DSLT program.
- Following is a breakout and comparison of diesel program specific data from the 2013-2014 and 2014-2015 Graduate Survey.
- Graduate Survey Notes:
  - 2014-15 is the second year the DLST program specifically tracked DSLT graduate survey data.
  - Data in the Graduate Survey represents diesel student's experience throughout the entire two year program. Course assessment matrices are from second year courses only.

Graduate Survey Results for DSLT Graduates (Year one and Two)	2013-2014	2012-2013	Change
Instructional			
Quality of Instruction	3.33	3.56	-0.23
Instructor Interest in You as an Individual	3	3.78	-0.78
Course Content	3	3.56	-0.56
Usefulness of Training	3	3.67	-0.67
Media Equipment and Material	2.67	3.11	-0.44
College Wide Student Learning Outcomes			
Solve problems	3	4.22	-1.22
Generate original ideas or products	3	4	-1.00
Use effective oral communication	2.67	3.89	-1.22
Use effective written communication	3	3.89	-0.89
Use math skills to solve practical and/or theoretical problems	3	4	-1.00
Use science reasoning skills to solve problems	3	4	-1.00
Appreciate art, literature, and music	3	3.67	-0.67
Understand other cultures	3	3.89	-0.89
Think critically and analytically	3	4.11	-1.11
Work with others	3	4.33	-1.33
Follow directions	3	4.22	-1.22
Student Services			
Financial Aid	2.67	4.33	-1.66
Recruiting	2	4.22	-2.22
Admissions	2.67	4.11	-1.44
Business Office/Student Accounts	2.67	4.11	-1.44
Student Activities	2.67	4.22	-1.55
Library/Media Materials	2.67	4.11	-1.44
Housing	2.33	4	-1.67
Advising/Counseling	3	4.11	-1.11
Registration/Transcripts	2.67	4.22	-1.55

2014-15 Assessment Methods & Procedures
Program Level
- MPCC Graduate and Employer Survey Feedback
- Pilot Employer Survey
- Advisory committee feedback
- NOCTI pre/post test

- Employer Feedback
- Graduate Survey
- Instructor observation of students working in the diesel shop
- Instructor created quizzes and exams
- ASE Exam

Course Level
- See course matrices for detailed course level assessment information (year two courses only)

2014-15 Conclusions, Recommendations, and Changes Made
- Faculty consistently review student feedback gathered from MPCC's student evaluation of instruction process and informal, anecdotal feedback from DSLT students. Both sources of information provide faculty with information to make informed decisions about program strengths, weaknesses, and necessary changes to create a dynamic, interactive learning environment for students. For example:
    - Student response to training aids has been overwhelmingly positive and the aids have impacted student performance on course outcomes. See the DSLT course assessment matrices for specific information.
    - Use of live training aids and tearing down and rebuilding components to enhances student learning and increases student satisfaction of instruction. Written tests are a necessary component of the DLST program, but students learn better when they engage in hands on learning.
    - As a result of feedback from students, faculty will continue to update tools equipment to enhance training opportunities for students
    - Faculty are using more hands-on testing instead of written exams.
- New equipment and tools purchased through the Perkins and Mid Nebraska Community Foundation grants provide DSLT students with the opportunity to train on late model equipment currently used in the industry. Updated equipment gives students the chance to learn current equipment maintenance demands and keep competitive for employment.
- NOCTI pre and post test scores were utilized in DSLT courses to adjust instruction and emphasis. The NOCTI Diesel Technology tests are comprehensive and cover a multitude of areas connected to the modern Diesel Technician. (year two)
- DSLT Graduate Survey results will be closely monitored to see if the drop in satisfaction continues (year one and two).

DSLT Assessment 2014-2015						
Class: DSLT 1190 Preventative Maintenance and Services						
Outcome	SLO	Measure	Expected Results/Standards	Expectations Met (Y or N)	Analysis	Action
Identify various sections of M.S.D.S. sheets.	1-9	Use of lecture and hands on learning	80% of students able to perform hands on work with minimal instruction	Y	Graduated 3 students and expect 2 return along with class of 2016	Train through the use of lecture, videos and hands on
Explain how, when to use lock-out, tag-out devices		Use of training aids	80% of students should be able to perform hands on work	Y	I had a lot of positive comments from the students about using real life training	I feel this is the best form of training in addition to lecture
Explain proper methods to contain spills		Quizzes	80% of the students should be able to pass a written and or verbal quiz.	Y	I did utilize quizzes as a form of makeup work for grade improvement	I utilize this to mark student progress or weakness as far as understanding content
Explain proper methods to dispose of wastes		NOCTI Pre/Post Testing	85-90 % of students score better than average compared to statewide average	Y	The majority of the students showed improvement of their test scores	I will continue to utilize the NOCTI to measure my effectiveness on student learning

DSLT Assessment 2014-2015

Class: DSLT 2300 Fuel Systems

Outcome	SLO	Measure	Expected Results/Standards	Expectations Met (Y or N)	Analysis	Action
Explain fuel in terms of energy	1-9	Hands on learning in the shop through live work	80% of students able to perform hands on work with minimal instruction	Y	80% of my class is currently working in the diesel mechanic field	Continue use of hands on training aids
Explain Diesel fuel as a lubricant						
Explain the basic refinery process to obtain fuel		Use of training aids	80% of students should be able to perform hands on work	Y	Students are able to perform h	Continue use of training aids for instruction
Describe the physical and chemical action of combustion		Quizzes	80% of the students should be able to pass a written and or verbal quiz.	Y	Occasional quizzes to reaffirm learning	100% of class passed written/ verbal quizzes as presented
Describe effect of timing on engine performance		Finals	80% of students should pass a written and or hands on testing	Y	2 students failed out of the program due to attendance and performance	Continue to hold to tough attendance standards in conjunction with future employment needs
Describe and discuss governor nomenclature		NOCTI Pre/Post Testing	80% of students score above average on NOCTI testing	Y	80% of students score above average on NOCTI testing	I use this as an indicator of my effectiveness in the classroom

DSLT Assessment 2014-2015

Class: DSLT 2318 Fuel Systems Overhaul

Outcome	SLO	Measure	Expected Results/Standards	Expectations Met (Y or N)	Analysis	Action
Identify the major parts of a fuel injection system	1-9	Hands on learning in the shop through live work	80% of students able to perform hands on work with minimal instruction	Y	I had 5 students complete the end of the 2015 school year, with two returning	I will continue to use this as a form of training because we are a hands on trade
Discuss pressurizing and metering of fuel in a system, contrasting line vs. distributor pump		Use of training aids	80% of students should be able to perform hands on work	Y	I had a lot of positive comments from the students about using real life training	I feel this is the best form of training in addition to lecture
Relate metering on inline fuel pumps		Quizzes	80% of the students should be able to pass a written and or verbal quiz.	Y	I did utilize quizzes as a form of makeup work for grade improvement	I utilize this to mark student progress or weakness as far as
Discuss phasing of inline pumps		Finals	80% of students should pass a written and or hands on testing	Y	I used a hands on form of testing this year instead of formal written finals	
Describe balancing of inline pumps		NOCTI Pre/Post Testing	85-90 % of students score better than average compared to statewide average	Y	The majority of the students showed improvement of their test scores	I will continue to utilize the NOCTI to measure my effectiveness on student learning

DSLT Assessment 2014-2015
Class: DSLT 2400 Diesel Engine Testing & Repair

Outcome	SLO	Measure	Expected Results/Standards	Expectations Met (Y or N)	Analysis	Action
Describe basic two and four stroke cycle engine operation.	1-9	Hands on learning in the shop through live work	80% of students able to perform hands on work with minimal instruction	Y	Graduated 3 students and expect 2 return along with class of 2016	Train through the use of lecture, videos and hands on
Explain engine model and serial number designation.		Use of training aids	80% of students should be able to perform hands on work	Y	I had a lot of positive comments from the students about using real life training	I feel this is the best form of training in addition to lecture
Describe purpose, design and operation of lube, cooling, induction and fuel systems.		Quizzes	80% of the students should be able to pass a written and or verbal quiz.	Y	I did utilize quizzes as a form of makeup work for grade improvement	I utilize this to mark student progress or weakness as far as understanding content
Diagnose lube, cooling, induction and fuel system problem.		NOCTI Pre/Post Testing	80 % of students score better than average compared to statewide average	Y	The majority of the students showed improvement of their test scores	I will continue to utilize the NOCTI to measure my effectiveness on student learning

DSLT Assessment 2014-2015
Class: DSLT 2350 Heavy Duty Suspensions

Outcome	SLO	Measure	Expected Results/Standards	Expectations Met (Y or N)	Analysis	Action
Describe proper chalking methods to prevent rolling	1-9	Lecture & hands on training	80% of students can display the ability to perform tasks related to maintenance, inspection, identification and replacement of components	Y	3 Students graduated from my program this past year and I look forward to 2 students returning in the fall to join the freshman class of 10	Use live training equipment, training aids as need to strengthen student understanding
Describe and demonstrate lifting points		Training Aids	90-95% of students able to identify major components and explain inspection procedures, maintenance and replacement procedures	Y	Students are better able to identify suspension components and their purpose	Utilized failed components and training aids to assist in student learning
Describe and select proper jack stands		Quizzes	80% of students able to pass written, oral and hands on examinations	Y	Students are trained to task and understanding is measured by exam	Use exams as a measurement tool to show strengths and weaknesses
Demonstrate proper use of wheel dollies		NOCTI Pre/Post Testing	80% of students are able to score at or above statewide average	Y	Students are given a pre-test and post test to help me measure my effect on learning	Use NOCTI test as a measurement of incoming and exiting knowledge

DSLT Assessment 2014-2015
Class: DSLT 2425 Diesel Engine Overhaul

Outcome	SLO	Measure	Expected Results/Standards	Expectations Met (Y or N)	Analysis	Action
Describe and demonstrate safe procedure for use of lifting and special	1-9	Lecture and Hands on learning	80% of students are able to perform task related to engine and component overhaul, inspection and replacement	Y	Students are able to determine overhaul criteria according to manufactures requirements	Use video for lectures and electronic, paper manuals to
Explain and demonstrate proper repair of engine sub assemblies		Training Aids	Through the use of training aids students will better identify components that require repair and overhaul	Y	Students are able to identify components, research inspection criteria and make determination	Use training aids to strengthen student learning and identification, research ability
Demonstrate proper reconditioning of major engine assemblies		Quizzes	Use written and hands on testing to determine ability to research and inspect components and make decisions on overhaul or replacement	Y	Students are able to identify components and make determinations according to manufacturers recommended criteria	Use hands on examination to prove students ability to perform the tasks correctly
Demonstrate proper internal timing of major brands of engines		NOCTI Testing	Students are able to score at least average or above average on testing	Y	Students are given a pre test and post test	Use NOCTI testing to determine student knowledge and my effectiveness on student learning

DSLT Assessment 2014-2015
Class: DSLT 2440 Electronic Fuel Controls

Outcome	SLO	Measure	Expected Results/Standards	Expectations Met (Y or N)	Analysis	Action
Discuss and demonstrate safe shop practices	1-9	Lecture & hands on training through the use of training aids	80% of students are able to perform tasks related to troubleshooting and repair of fuel control systems and components	Y	I graduated 3 students and I plan to have 2 students return to join 10 in coming freshman for 2015-16	Continue to utilize videos as part of lecture and display failed components
Demonstrate safe operation of hand held and laptop diagnostic tools		Use of training aids	Student better understand and identify parts and components through the use of visual aids	Y	Better identification of components of fuel control systems and results of failures of components	Utilize failed components in the classroom setting to aid in student learning
Demonstrate and discuss basic electrical principles		Quizzes	80% of students pass written and hands on performance exams	Y	Students are trained to task and measured through oral, written, and performance exams	Use exams as a measurement tool for student understanding of the material covered
Demonstrate hook up and use of diagnostic tools		NOCTI Pre/Post Testing	80% of students score at or above the statewide average	Y	Students are given a pre test and post test of general topics	Use the NOCTI as a tool to measure my effectiveness in teaching subject matter

DSLT Assessment 2014-2015
Class: DSLT 2470 Air And Engine Brakes

Outcome	SLO	Measure	Expected Results/Standards	Expectations Met (Y or N)	Analysis	Action
Discuss and demonstrate safe practices of shop safety	1-9	Lecture and Hands on learning	Students are able to identify and explain components use and relationship to each other	Y	Students can identify and explain components and their relationship to end item use	Continue to use live components for training and better identification
Discuss basic principles of hydraulics and pneumatics		Training aids	80% of students are able to correctly identify components and explain why they are used and how they are used	Y	80% of students are able to correctly explain the use of components identify them	Training aids are a must in hands on learning for students to identify and relate to components
Discuss components of various brake systems		Quizzes	80% of students are able to correctly identify components and explain maintenance inspection and correct adjustment criteria according to the manufacturer	Y	Students are trained to task and show the ability to perform the task to standards as required by manufacturers recommendations	Use exams written oral and hands on to determine students abilities
Diagnose problems with a brake system		NOCTI Pre/Post testing	Student will be able to score at or above sate average	Y	Students are tested on knowledge and experience to determine their abilities to retain and perform tasks	Use of the NOCTI to enhance students learning and how I can effect their experience

DSLT Assessment 2014-2015
Class: DSLT 2490 Allison Automatic Transmission

Outcome	SLO	Measure	Expected Results/Standards	Expectations Met (Y or N)	Analysis	Action
identify various models by Data plates	1-9	Lecture and Hands on Learning	80 % of students are able to identify components and explain relationship to operation of the transmission	Y	Students can explain in detail how components work inside of a transmission in relationship to each other	Continue the use of training aids to enhance student experience
Identify types of shift controls (Vacuum, manual, electronic)		Use of training aids	Students will be able to identify components and relationship to operation, determine failure and replacement criteria	Y	Students are able to identify and explain component operation and serviceability and adjustment	Use live training aids and tear down and rebuild components to enhance learning
Identify major components		Quizzes	student learning	Y	Students are trained and will be able to perform tasks to completion according to manufacturers recommendations	Use hands on exams to determine student understanding and abilities
Disassemble and assemble component parts		NOCTI Pre/Post test	Students are be able to score state average or above	Y	Students are tested in general categories of maintenance and overhaul	Use NOCTI to determine student learning

Mid-Plains Community College
Assessment Report: Narrative Summary

Program: Electrical Technology
Division: Applied Technologies

Click here for a visual representation of the ELTR program matrix and results.

Introduction

The Electrical Technology Program provides students the opportunity to gain technical knowledge and experience in residential and commercial wiring phases of the electrical industry. Training is in basic electricity, blueprint reading, motors, motor controls, programmable logic controls, and the National Electrical Code. Students experience hands on work, including actual residential and commercial wiring installation. Options available to students include an Associate of Applied Science Degree and Diploma.

2013-14 Summary of Recommendations

- In ELTR 1250 Construction Wiring students met expectations for two out of four course outcomes. The primary reason for not meeting course outcomes was due to students not paying attention or not attending class. Students who were there and paid attention met course outcomes.
- Expand assessment from course level to program level

2014-15 Results/Outcomes

Number of Program Outcomes Met	3
Number of Program Outcomes Not Met	5

Program outcomes not met were close to the target scores. Two outcomes not met focused on communication and reading skills. Two students in the ELTR program were English Language Learners (ELL students) and struggled with spoken, written, and reading English. However, as students gained more hands on experience, communication skills and understand of NEC code improved.

2014-15 Assessment Methods & Procedures

- NOCTI Pre and Post test scores
- Faculty generated key performance indicators and instructor observation of students
- Classroom assessment techniques including exams, quizzes, lab exams and demonstrations
- Indirect assessment of student learning by employers

2014-15 Conclusions, Recommendations, and Changes Made

In the past, ELTR assessment efforts were concentrated on specific courses within the program. In 2014-15, Electrical Technology focused on program assessment. The program instructor collaborated with the assessment coordinator and developed a program matrix that linked ELTR courses to program outcomes. In 2015-16, the program matrix will be refined to include more information about measurements.

ELTR Program Outcomes 2014-2015

#1 Understand the hazards of working with electrical circuits and equipment and the procedures to follow to prevent injury.	#2 Perform basic installation of electrical equipment and materials.	#3 Demonstrate an understanding of personal and work characteristics that contribute to effective job performance.	#4 Use effective communication skills appropriate to the electrical trades.
1005	1255	1005	1005
	1250	1115	1115
	1235	1130	1130
	1530		
	1560		
Expectation: 90%	Expectation: 90%	Expectation: 85%	Expectation: 85%
Actual: 100%	Actual: 95%	Actual: 95%	Actual: 75%
Outcome Met: Y	Outcome Met: Y	Outcome Met: Y	Outcome Met: N
Measurements:	Measurements:	Measurements: 50% of final grade is attendance and professionalism	Measurements: Sometimes don't need to have good communication skills ELL students

ELTR Program Outcomes 2014-2015

#5 Apply the theory of electrical technology to specific jobs using critical thinking/reasoning and the ability to work independently.	#6 Use mathematical data and reasoning to compute and theorize electrical circuits.	#7 Interpret the basic NEC sections as applied to Residential and Commercial occupancies	ELTR Program Courses
1115	1115	1255	ELTR 1005 Safety
1130	1130	1250	ELTR 1115 Direct Current Theory
1150	1150	1560	ELTR 1130 Alternating Current Theory
		1005	ELTR 1150 Applied Math
			ELTR 1255 Residential Wiring
			ELTR 1235 Electric Motor Controls
			ELTR 1250 Construction Wiring
Expectation: 85%	Expectation: 80%	Expectation: 75%	ELTR 1530 Industrial Controls
Actual: 80%	Actual: 73%	Actual: 71%	ELTR 1560 Advanced Construction Wiring
Outcome Met: N	Outcome Met: N	Outcome Met: N	
Measurements: Reviewing projects; linking to next steps	Measurements: Applied math class; day to day math practice.	Measurements: Reading; Language barrier gets in the way	

Mid-Plains Community College
Assessment Report: Narrative Summary

Program: HVAC
Division: Applied Technology

Introduction
The Heating, Ventilation, Air Conditioning and Refrigeration Technology Program prepares students for skilled positions installing and servicing heating and cooling systems. Students receive intensive training in labs to apply lecture material to practical situations. An Associate of Applied Science Degree, a 44-credit hour diploma or certificates furnace, heat 3ump, or Air Conditioning) are options available to the students. As part of the Degree program, students may participate in a summer internship with local HVAC/R employers to receive valuable on-the-job training.

2013-14 Summary of Recommendations
What Worked:
- Working with the maintenance department and having students do A/C and furnace checkouts and troubleshooting on various equipment around the shop and college.
- HVAC class installed heat pump & blower coil with electric back-up for Habitat for Humanity house and installed new Lennox Boilertrainer in HVAC/R shop.
- Assisted in rodding out condenser tubes on South Campus Chiller. Also hosted and attended training seminars at college by Lennox Industries and Trane.
- Also having students look up information and schematics on line and via smart phone giving monthly article reports worked well.
- Continue using on-line testing for EPA Certification and HVAC Excellence Employment Ready Assessment Tests.

What didn't work:
- Shuffling trainers and forth between storage and shop causes cluttered look at times.
- Students did not take NOCTI exams seriously, which skewed overall results

How can it be fixed?
- Old trainers have been eliminated and replaced with new equipment as budget allows. The program was able to acquire and install high efficiency boiler trainer.
- NOCTI exam will be given in early April and a class grade will be assigned based on results

What other changes need to be made for next year?
- A ten year old A/ C trainer and nine year old Heat Pump Trainer needs to be updated

2014-15 Results/Outcomes
Students met expectations for six out of the seven instructor-selected program objectives. The one objective not met was related to NOCTI testing.

2014-15 Assessment Methods & Procedures
- Faculty generated key performance indicators and instructor observation of students
- HVAC Excellence in Air Conditioning, Heat Pump, and Electrical Student Assessment Outcome Employment Ready Certification tests developed by ESCO, the industry's largest provider of EPA Section 608 certification testing.
- Indirect assessment of student learning by employers
- NOCTI Pre and Post Testing

2014-15 Conclusions, Recommendations, and Changes Made
What worked particularly well?
- Working with the maintenance department and having my students do A/C and furnace checkouts and troubleshooting on various equipment around the shop and college.
- HVAC class installed 2 heat pump & blower coil with electric back-up for Habitat for Humanity house
- Assisted in removing South Campus Chiller.   Also hosted and attended training seminars at college by Lennox Industries and Daiken.
- Continue using on-line testing for EPA Certification and HVAC Excellence Employment Ready Assessment Tests.

What didn't work?
- Shuffling trainers back and forth between storage and shop causes cluttered look at times.

How can we fix it?
- Have been eliminating old trainers and replacing with new as budget allows
- What other changes do we need to make for next year?
- A new heat pump table top trainer was purchased for upcoming 2015-16 plan to purchase updated equipment as money allows.

Area/Department: HVAC   **Date Submitted**: 2014-2015

	Objectives	Link to College SLO's	Measure & Methodology *(who, what, when & why)*	Expected Results/Standards (*What students should have learned*)	Expectation Met (Y or N)	Analysis	Action
1	Demonstrate knowledge of HEATING & VENTILATION systems.		The faculty will observe students near the end of the heating and ventilation program for the purpose of rating them on key indicators of performance. The rating scale is a five-point Likert scale (5 is high). The list of key indicators is faculty-generated. There are 3 items that comprise this competency.	Expectation: Average of direct assessment scores = 3.5 Result: Average = 4 Average furnace final and lab = 80%	Y	Continue to update trainers as budget allows.	Updated boiler trainer as a hands on installation project for students.
2			HVAC Excellence Air Conditioning Assessment Student Outcome Employment Ready Certification Exam	Expectation: Average of direct assessment score = 3.5 Result: Average = 3.8 76%	Y	Continue to include training on latest equipment as budget allows.	Have been using new equipment for training and field installing new equipment as projects.

3	***HVAC had no interns for 2013-14.***		Indirect assessment of student learning will be accomplished by surveying employers.	Expectation: Average of employer assessment scores= 3.5. Result: Average = 4.3 87% 2013 Internship Average	Y	Continue to include training on latest heating equipment as budget allows.	
4	2.Diagnose and repair ELECTRICAL PROBLEMS IN HEATING & VENTILATION systems.		The faculty will observe students near the end of the heating and ventilation program for the purpose of rating them on key indicators of performance. The rating scale is a five-point Likert scale (5 is high). The list of key indicators is faculty-generated. There are 2 items that comprise this competency.	Expectation: Average of direct assessment scores = 3.5 Result: Average = 3.95 Average electrical theory and lab 79%		Continue to update lab-training units with more name brands as budget allows.	Installed new Heating &A/C systems as projects for Habitat Humanity.
5	**No Interns for 2013-14**		Indirect assessment of student learning	Expectation: Average of employer assessment scores= 3.5.		Add more electrical diagnoses	Improvement seen on internship survey forms

		will be accomplished by surveying employers.	Result: Average=4.5 87% Average 2013Internship Grade		problems to the program.	
6	Diagnose and repair MECHANICAL PROBLEMS IN HEATING & VENTILATION systems.	The faculty will observe students near the end of the heating and ventilation program for the purpose of rating them on key indicators of performance. The rating scale is a five-point Likert scale (5 is high). The list of key indicators is faculty-generated. There are 2 items that comprise this competency.	Expectation: Average of direct assessment scores = 3.5 Result: Average =4.1 Average Furnace lab = 83%	Y	Laboratory experience "hands on" vs. classroom instruction. Students find application more meaningful than theory. Using industry approved and recommended verification methods.	Students applying what they learn in lecture to practical hands on troubleshooting in shop Better prepared for field troubleshooting & diagnosis.
7	**No interns for 2013-14**	Indirect assessment of student learning will be accomplished by surveying employers.	Expectation: Average of employer assessment scores= 3.5 Result: Average =4.3 87% Average 2013 Internship Grade	Y	Spend more time on system efficiency check and fine tune.	Use Industry Standard Heat Pump and A/C verification forms to check efficiency of HVAC equipment

8	4. Demonstrate knowledge of AIR CONDITIONING & VENTILATION systems.		.	Expectation: Average of direct assessment scores = 3.5. Result: Average		.	
9			HVAC Excellence Heat Pump Student Outcome Assessment Employment Ready Certification Exam	Expectation:3.5 Average of direct assessment score = Result: Average = 4.2 HVAC Excellence Heat Pump average= 84%		2014-15 installed 2 410A Heat Pump units for Habitat for Humanity..	Have new Split system Heat Pump to install and use as trainer for 2015-16 Have table top Heat Pump trainer on order for 2015-16 Greatly helps students in the learning process.
	No 2013-14 interns		Indirect assessment of student learning will be accomplished by surveying employers.	Expectation: Average of employer assessment scores= 3.5. Result: 4.3 87% 2013 internship average		Continue to get student assessments from employers indicating strengths and weaknesses.	Feed back from internship positive.
	5. Diagnose and repair ELECTRICAL			Expectation: Average of direct assessment scores = 3.5.		.	

PROBLEMS IN AIR CONDITIONING & VENTILATION systems.			Result: Average			
		HVAC Excellence Electrical Controls Student Outcome Assessment Employment Ready Certification Exam	Expectation:3.5 Average of direct assessment score = 3.65 Result: Average =73%	Y	2014-15 Install H/P for Habitat	Students better able to trouble shoot newer model equipment.
** No intern for 2013-14**		Indirect assessment of student learning will be accomplished by surveying employers.	Expectation: Average of employer assessment scores= 3.5. Result: Average =4.3 87% Internship Average 2013 grade		Continue to get more feed back from employers.	Feed back from internship more positive.
6.Diagnose and repair MECHANICAL PROBLEMS IN AIR CONDITIONING & VENTILATION systems.		The faculty will observe students near the end of the air conditioning and ventilation program for the purpose of rating them on key indicators of performance. The rating scale is a	Expectation: Average of direct assessment scores = 3.5. Result: Average = 3.8 HVAC Excellence Air Conditioning = 76%	Y	Continue updating video & DVD library training materials.	2014-15 Used online ESCO review& testing Purchased A/C &H/P trouble shooting DVD training bundle . .

			five-point Likert scale (5 is high). The list of key indicators is faculty-generated.	ESCO E.P.A.Cert. Test Expectation: =3.5 Result Average= 3.8 76%			
	7. NOCTI		Pre & Post Testing	Expectation:3 National Average=3 Industry Minimum Average=2.35 Result Average=2.55	N Slightly below national and above industry	Continue industry standard training on super heat and sub-cooling charging techniques. Spend more lab time on TXV & Fixed Orfice charging procedures	Continue using training material by Sporlan & Alco a major manufacturer of refrigeration controls.

Mid-Plains Community College
Assessment Report: Narrative Summary

Program: Welding (McCook)
Division: Applied Technology

Introduction
Welding Technology is a program that leads to a Diploma or Associate of Applied Science Degree for employment opportunities in the welding machine shop field. The program provides the skills and knowledge necessary for entry level job production welding or job shop employment upon graduation.

Students may enter at different stages of readiness and progress according to his/her abilities and efforts. Students will be assessed and evaluated as they complete each measurable performance objective. Upon completion of a set of prescribed technical competencies, students will be able to perform skills necessary to be successfully employed at the entry level or above with a selected occupation.

Welding Technology is offered in McCook and North Platte. The program in McCook includes dual credit classes offered in area high schools.

2013-14 Summary of Recommendations
For programs in McCook and North Platte, students are meeting course (North Platte) and program outcomes (McCook). Because the McCook program is in its first year, measurements submitted for 2013-2014 may change in for 2014-2015.In North Platte, attendance problems directly impacted student success in the classroom and enrollment decreased from twelve students first semester to six second semester.

2014-15 Results/Outcomes
The welding program outcomes did not change for 2014-15; however, the McCook welding faculty made changes to course outcomes in several courses, created competency sheets, and included more hands-on student initiated learning experiences.

2014-15 Assessment Methods & Procedures
- Welding faculty developed competency sheets (sample following narrative), based on American Welding Society (AWS) standards for the following courses:
    - WELD 1115 Arc/Gas Welding
    - WELD 1135 Intro to MIG Welding
    - WELD 1220 Arc/Gas Welding II
    - WELD 1240 Intermediate MIG
    - WELD 1250 Intermediate TIG
- AWS certification exams
- Observation

2014-15 Conclusions, Recommendations, and Changes Made
Changes Made
- Competency sheets based on AWS standards were created to clearly communicate to students what is expected of them and what they will be graded on.

- Added an oxy-fuel outcome to WELD 1115 and WELD 1220 Arc-Gas Welding I & II. The outcome was added due to feedback from students who noted they needed to be able to cut and bevel material with an acetylene torch.
- WELD 1245 Welding Prefabrication was modified to include more hands-on practice which increased student engagement. Instead of watching instructor-led demonstrations, students were required to measure, cut, form, and weld material with a planned outcome.
- Attendance and participation were de-emphasized in the grading scale for WELD 1260 Applied Math for Welders. Faculty felt it was more important for the students to perform the required math functions than just show up for class.

Department: Welding Weld 2410 Welding Internship Spring 2015					
Objectives/Outcomes	**Measure**	**Expectation/Result**	**Analysis**	**Action**	**Outcome**
Class is designed to give the students the ability to function in a shop environment, troubleshoot, design and fabricate welding projects. Understand business issues practice safety have use practical application skills.	Employers will evaluate student skills if they are working in the related fields, The way students are graded will be there performance in the shop , safety practices, Use of tools quality of their work time efficiency, attitude toward their craft and other employees. Results of the final project.	100% class participation is expected for this class, This is the time to get to use there skills and the practical application skills needed to be employed, if the students are not employed in the welding related fields they will do projects for the school, other departments, community service projects, and use the machine equipment in the welding shop.	This was the first class of the new 2nd year program, I had 4 second year students out of the 4 ,one student was employed ,the other three did there internship at the school. Procrastination was the problem the 2nd year students waited to take there Gen ED,s the last semester not allowing time for the intern program,	The advisors are not going to let them take the Gen ED courses the last semester so they can get involved in the intern program, The human nature factor wait to the last minute to take the courses they really don't want to take.	I have 6 students that are going in to the 2 year program , they are taking the classes required in the previous semesters 2 are working in the welding field right now, so hopefully they return and get involved with the intern program next spring.

Mid-Plains Community College
Assessment Report: Narrative Summary

Program: Welding (North Platte)
Division: Applied Technology

<u>**Introduction**</u>
Welding Technology is a program that leads to a Diploma or Associate of Applied Science Degree for employment opportunities in the welding machine shop field. The program provides the skills and knowledge necessary for entry level job production welding or job shop employment upon graduation.

Students may enter at different stages of readiness and progress according to his/her abilities and efforts. Students will be assessed and evaluated as they complete each measurable performance objective. Upon completion of a set of prescribed technical competencies, students will be able to perform skills necessary to be successfully employed at the entry level or above with a selected occupation.

Welding Technology is offered in McCook and North Platte.

<u>**2013-14 Summary of Recommendations: McCook and North Platte**</u>
For programs in McCook and North Platte, students are meeting course (North Platte) and program outcomes (McCook). Because the McCook program is in its first year, measurements submitted for 2013-2014 may change in for 2014-2015.In North Platte, attendance problems directly impacted student success in the classroom and enrollment decreased from twelve students first semester to six second semester.

<u>**2014-15 Assessment Methods & Procedures: North Platte**</u>
- The North Platte welding instructor focused on course-level assessment for WELD 2410 Welding Internship. Course outcomes for the WELD 2410 focus on:
  - The student's ability to function in a ship environment
  - Troubleshoot, design, and fabricate welding projects
  - Understand business issues
  - Practice safety
  - Practical application of skill learned in prior courses
- **Measurements:** Outcomes are measured by employers and the North Platte instructor based on similar grading criteria used in the classroom.

<u>**2014-15 Conclusions, Recommendations, and Changes Made**</u>
Conclusions:
- **Expectations:**
  - **Participation:** The expectation is that all students achieve 100% participation and meet the internship/course outcomes. For the Spring 2014, four out of six students or 66% met the participation expectation. The primary reason students did not meet expectations is because student were enrolled in general education classes during their internship. In the future, advisors along with the program instructor will ensure that students have completed the required general education courses prior to the internship.
  - **Course Outcomes:** 66% of students met the internship course outcomes

Recommendations:

- The program instructor will encourage students to complete general education classes upon enrollment in the program.
- In cooperation with the assessment coordinator, conduct a review of all course outcomes and how those outcome are measured.

SAMPLE   Weld 1115 ARC and GAS   4 Credit
10 hrs lecture / 170 Hrs Lab = 180 contact hrs

	Name:		Rating
	Class Start Date:		**A High** Can work independently with no supervision
	Class End Date:		**B Moderate** Can complete Job with limited supervision
			C Limited Requires instruction and close supervision
		Final Grade	**D Can not perform the task**
Oxyacetylene Welding			
Position	Safety & Machine Set Up		
1G	Puddle Control With out Rod		
1G	Puddle Control With Rod		**A+** 96-100
1G	Padding 1/8" 4X 6 w/ Rod		**A** 91- 95
1G	Butt, Lap, T, O.C w/ Rod		**B+** 86 - 90
1G	Brazing with Rod		**B** 81-85
OFC			**C+** 76-80
1G	Flat		**C** 71-75
1G	Angle		**D+** 66-70
1G	Pipe		**D** 61-65
SMAW 6010- 3/32" Electrode			**F** 60- Below
1G	Butt, Lap, T, O.C 1/8" Steel		
2G	Butt, Lap, T, O.C. 1/8" Steel		**Weld Qualification plates**
SMAW 6010- 1/8" Electrode			A - Pass weld qualification
1G	Butt, Lap, T, O.C 3/16" Steel		B- Failed Weld qual plate did not break
2G	Butt, Lap, T, O.C. 3/16" Steel		C- Failed Plate Broke
SMAW 6011- 1/8" Electrode			D- Failed Visual Inspection
1G	Butt, Lap, T, O.C 3/16" Steel		F- Did not attempt weld test
2G	Butt, Lap, T, O.C. 3/16" Steel		
SMAW 7018- 3/32" Electrode			
1G	Butt Lap, T, O.C 1/8" Steel		**BOM**
2G	Butt Lap, T, O.C. 1/8" Steel		1/8" X 2 "X 6" 40pcs
SMAW 7018- 1/8" Electrode			3/16" x 2" x6" 40 pcs
1G	Butt Lap, T, O.C 3/16" Steel		1/4" x 2" x6" 15 pcs
2G	Butt Lap, T, O.C. 3/16" Steel		3/8" 4" x 7" 6 pcs
SMAW 7018- 5/32" Electrode			
1G	Butt, Lap, T, O.C 1/4" Steel		
2G	Butt, Lap, T, O.C 1/4" Steel		

1G	3/8" Weld Plate	
2G	3/8" Weld Plate	

Weld 1115 ARC and GAS   4 Credit
10 hrs lecture / 170 Hrs Lab = 180 contact hrs

OFW	1G
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6010 1G 3/32" Electrode	
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Mid-Plains Community College
Assessment Report: Narrative Summary

Academic Year:
2014-15

Program: AAS in Business
Division: Business and Technology

Introduction
The goal of the AAS in Business is to acquire necessary business and interpersonal skills to succeed in an entry-level job market. These skills will include leadership, listening, team membership, and communication.

Successful students will:
1. Demonstrate the knowledge to perform tasks using basic business skills
2. Demonstrate effective listening skills
3. Demonstrate effective leadership and teamwork skills, critical thinking skills and reasoning skills
4. Demonstrate the knowledge to communicate effectively in the work environment
5. Apply the theory of their technical specialization to entry-level employment in a business (Accounting, Agribusiness, Business Administration, Computer Information Management, Entrepreneurship, Logistics, or Marketing)

2013-14 Summary of Recommendations
Conclusions:
- The Business department needs to re-evaluate our assessment documents. We believe the alumni survey is once again being given. The employer survey is a school wide survey, that doesn't evaluate only recent business division graduates. To make the most use of assessment we must have valid information. Overall our numbers met or exceed expectations. Following are areas identified specifically identified as needing some form of change for 2013-14:
  - Employer survey measure of listening skills, relationship skills and oral communications skills. Currently this survey does not measure only recently graduated business students employers.   We would like to have a survey that is specific to business student employers.
  - Alumni follow up survey of ability to think critically and analytically and measure of usefulness of training. We are not aware of this survey being done and did not receive any data for these areas. We are not sure that asking alumni about their own critical thinking and analytical abilities is a valid measure.
  - Overall we are happy with our assessment results. We would like to consider, evaluate and implement more third party assessment tools to aid in consistency across locations

2014-15 Result/Outcomes
Overall we are happy with our assessment results. We would like to consider, evaluate and implement more third party assessment tools to aid in consistency across locations.

Results
- Areas that Meet Expectations:
  - All areas that measure the students' ability to demonstrate the knowledge to perform tasks using basic business skills met or came close to meeting expectations.
- Areas that need some form of change:

- Employer survey measure of listening skills, relationship skills and oral communications skills. Currently this survey measures only recently graduated business students and employers. We would like to have a survey that is specific to business student employers. *Note: A pilot employer survey specific employers was conducted in the Spring 2015.*
- Alumni follow up survey of ability to think critically and analytically and measure of usefulness of training. We are not aware of this survey being done and did not receive any data for these areas. We are not sure that asking alumni about their own critical thinking and analytical abilities is a valid measure.

2014-15 Assessment Methods & Procedures

These learning objectives are assessed using direct and indirect measures. Following is a short description of how to interpret each measure.

Internship Evaluation
- Evaluation is done by the employer/supervisor twice during the Internship program– once midway through the internship and once at the end.
- Scale of measurement is from 5-1 with 5 being the highest level.
- Target areas are ability to apply (1) business concepts, (2) communication skills, and (3) professional behaviors.

Work Keys
- Work Keys assessments are administered by the Career Assessment Center and given at the completion of relevant course work. Test results are defined in levels.

Listening/Writing
- Listening measures a person's skill in listening to and conveying information. Writing measures a person's skill in writing work-related messages. Five skill levels with Level 1 being the least complex and Level 5 being the most complex.

Teamwork
- Measures a person's skill in choosing behaviors and/or actions that support relationships within a team and lead to accomplishment of work tasks. Six levels with Level 6 being the most complex to Level 3 being the least complex.

Business Writing
- Measures a student's skill in writing work-related messages. Five skill levels with Level 1 being the least complex and Level 5 being the most complex.

Completer Report, Graduate Survey, and Graduate Employer Survey

Each year MPCC conducts a graduate survey in order to assess academic outcomes and gather information on employment secured by graduates. This survey is completed by students upon successful completion of their program of study at MPCC and the results are presented in the annual Completer Report, along with results of the Graduate Employer Survey.

The Graduate Employer Survey is designed by the MPCC Office of Institutional Research and Planning, with the help of the MPCC Career Services Center, and contains questions from the following categories:

- General demographic information
- Information regarding future plans and post-graduate status
- Employment information
- Evaluation of college services

The Graduate Employer Survey includes information provided to MPCC by employers of students who completed the Graduate Survey and gave permission to contact them. Employer feedback is included in this report in order to ascertain the impact of students' education on their careers. Employers were not asked any questions pertaining to wage, length of employment, or hire date. A copy of both survey instruments are included in the Completer Report, which is available on the Institutional Research and Planning page of MPCC's website. Click here for a direct link.

Pilot Employer Survey
In an attempt to gather program specific related employer data, an Employer Survey Pilot project was conducted in Spring 2015. Representatives from Career Services, Assessment Office, and Institutional Research and Planning were involved in creating and distributing the new survey to employers. Business was one of three programs participating in the survey. A list of employers was compiled from 5 years of previous graduate surveys along with lists from individual programs.

Out of 86 surveys sent to identified employers of MPCC business students, 24 were returned for a return rate of 28%. While the return rate was lower than expected, two employers, Wal-Mart and Cabela's, who have not participated in prior surveys responded to the pilot survey.

2014-15 Conclusions, Recommendations, and Changes Made

Conclusions/Recommendations
- Recommendations: In cooperation with the Assessment Coordinator, we will begin to connect assessment information to classroom software and technology purchases.
- We need to work with the office of Institutional Research and Assessment to improve response rate on employer and graduate surveys.
- We need a more comprehensive assessment tool for assessing marketing plan (BSAD 1240)
- **Integrated Software Project:** The two campuses need to discuss how different software programs are weighted when figuring the final grade.
- As a department, we need to re-evaluate our assessment documents. The employer survey is a school wide survey. To make the most use of assessment we must have valid information.
- Alumni follow up survey of ability to think critically and analytically and measure of usefulness of training. We are not aware of this survey being done and did not receive any data for these areas. We are not sure that asking alumni about their own critical thinking and analytical abilities is a valid measure.

Changes Made
- Pilot Employer Survey: Although there is still room for improvement in terms of response rate, the pilot employer survey provided us with specific information on business graduates and employers of our graduates.
- As mentioned, we are happy with our assessment results and results met or exceeded expectations and no change is necessary.

2013-2014 ASSOCIATE OF APPLIED SCIENCE IN BUSINESS

Objectives	College Learning Outcomes	Measure	Expectation/Result	Analysis	Action	Outcomes
Students completing the Associate of Applied Science Degree in Business will:						
1. Demonstrates the knowledge to perform tasks using basic business skills.	CW 8	**Internship Evaluation - Ability to apply business concepts (Line 15-revised form D)**	**Expectionat is 3.5 on a scale of 1-5. Result:** 4.2	Met	Continue	
1a. Marketing Skills	CW 6	**Marketing Plan (scores from BSAD 2410 will be used)**	**Expectations:** Ave 80% on a scale of 100% **Results:** 76%	Marketing concepts met, academic skills lacking.	Contact career services to explore other assessment tools	
1b. Management Skills	CW 1; 2; 3; 4; 7; 8; 9	**Management Case Analysis Reviews**	**Expectations: Ave 80% on a scale of 100% Results: 80**	Met	Continue	
1c. Accounting/Bookkeeping Skills	CW 5	Accounting/Bookkeeping Final review problems	Expectations: Ave 80% on a scale of 100% Results: 81.3	Met	Continue	
1d. Computer Application Skills	CW 3; 8	**Integrated Computer Project**	**Expectations:** Ave 85% on a scale of 100% **Results:** 83	Met	Discussion between sites needs to be held on weighting of software programs	
2. Demonstrate effective listening skills	CW 2	**Employer survey -- measure listening skill**	**Expectations**: 4 on a 5 point scale **Results**: 4.12	Met	Continue	
	CW 2	**Internship Evaluation -- measure listening skill (Line 3 revised form D)**	**Expectation:** 4 on a 5 point scale **Results:** 4.1	Met	Continue to monitor	
	CW 2	**Work Keys Listening/Writing -- measure listening skills**	**Expectations: 3.4 on a scale of 1-5 Results: 3.6**	Met	Continue to monitor as business english is now a requirement	
3. Demonstrate effective leadership and teamwork skills, critical thinking skills and reasoning skills.	CW 4; 7; 9	**Employer survey -- measure relationship with others**	**Expectations**: 4 on a 5 point scale **Results:** 4.10	Met	Continue	
	CW 4; 7; 9	**Internship Evaluation -- measure human relationship skill (Line 6 revised form D)**	**Expectations:** 4 on a 5 point scale **Results:** 4.35	Met	Continue	

	CW 4; 7; 9	**Internship Evaluation -- measure leadership abilities (line 17 revised form D)**	**Expectations:** 4 on a 5 point scale **Results:** 4.2	Met	Continue	
	CW 2; 4; 7; 9	Work Keys Teamwork	Expectations: 4.5 on a scale of 3-6 Results: 4.1	Met	Continue	
	CW 7	**Alumni Follow-up survey -- measure the ability to think critically and analytically**	**Expectations**: 4 on a 5-point scale **Results**: 4.15	Met	Continue	
4. Demonstrates the knowledge to communicate effectively in the work environment.	CW 1; 2; 8	**Internship Evaluation -- measure written communication skills (Line 16 new form D)**	**Expectations**: 4 on a 5-point scale **Results**: 4.15	Met	Continue	
	CW 2	**Employer Survey -- measure oral communication skills**	**Expectations**: 4 on a 5-point scale **Results**: 3.88	undecided	Ask Institutional research if this number can be segmented into divisions.	
	CW 1; 3; 8	**Work Keys Business Writing -- measure written communication skills (to be completed in Post Internship) do you want to take off--to be completed in Post Internship???**	**Expectations:** 3.0 on a scale of 1-5 **Results: 3.25**	Met	Continue	
5. Apply the theory of their technical specialization to entry level employment in a business. (Accounting, Computer Information Management or Business Administration)	CW 8	**Alumni Follow-up survey -- measure usefulness of training**	**Expectations:** 4 on a 5 point scale **Results: 3.9**	Not met	Working on restructuring programs to meet industry needs.	

College Student Learning Outcomes:

1 Effective use of written communications skills
2 Effective use of oral communication skills
3 Efficient use of information retrieval skills
4 An understanding of the values and traditions of other cultures in the world
5 Mathematical computational skills to solve problems
6 Human inquiry skills by scientifically observing, explaining, predicting and testing for the purpose of understanding
7 Critical thinking skills
8 Appropriate and necessary competencies/skills for academic transfer or employment in their area of expertise
9 Effective decision making skills

Mid-Plains Community College
Assessment Report: Narrative Summary

Program: AAS in Business Office Technology
Division: Business and Technology

Introduction
The Associate of Applied Science Degree in Business Office Technology offers three areas of emphasis:

- Administrative Assistant
- Legal
- Medical

The two-year degree provides necessary business and office technology and interpersonal skills to succeed in the job market. The degree is designed to prepare students through a program of study to demonstrate entry-level skills for a career as an administrative assistant, medical office assistant, or a legal office assistant. Depending on background and career objectives, developmental skills and other preparatory course work may be required in addition to the 60-66 credit hours.

2013-14 Summary of Recommendations
- Integrate OPAC testing in related coursework for more accurate testing measurements.
- Investigate new OPAC testing available that the department may want to incorporate into the assessment matrix.
- Work with CAPC personnel to use consistent testing (computer-based) for Business Writing to avoid skewed results.
- Encourage instructors to report individual student scores for a more accurate reporting of overall average scores from both campuses.
- Work with adjunct and online instructors to ensure students have adequate proofreading skills.
- Continue to offer quality instruction.
- Continue to look at alternative reasonably priced testing methods.
- Continue to send reminders to employers to encourage survey participation.
- Investigate reason for non-responding employers to survey.
- Work with Research Specialist to verify categories on the employer survey portion of the assessment.
- Aggressively market the Legal program and continue to partner with CCC for joint paralegal program.
- With regard to the Employer's Survey, categories for some areas have changed. Further communication with the Research Specialists to determine if outcomes employer survey measures should be changed. Specifically, the following assessment matrix measurements may need to be changed:
  - Employer Survey: Measure Personal Appearance
  - Employer Survey: Measure Work Attitude (*The new survey has a category "Interacts Effectively with Others").*
- Work Keys: Attitude Assessment

2014-15 Results/Outcomes
Results in the following areas exceeded expectations:
- OPAC (Office Proficiency Assessment Competency): Editing/Formatting ~ Composing Minutes
- OPAC (Office Proficiency Assessment Competency): Medical Professional Test Group (Administer at the End Of OFFT 2530 Med Transcription and OFFT 2500 Medical Terminology)
- Final Integrated Project in BSAD 2510 Business Computer Systems Or OFFT 2150 Integrated Information Processing
- Business Math Post Test
- OPAC (Office Proficiency Assessment Competency): Editing/Formatting~ Proofreading

Results in the following areas met expectations:
- Work Keys: Business Writing -- Measure Written Communication Skills
- Final Integrated Project in CSCE 2570 Desktop Publishing

Results in the following areas were close or did not meet expectations.
- Analytical Report in Bus. Communications: Business Writing -- Measure Written Communication Skills

Results in the following areas were not received:
- OPAC (Office Proficiency Assessment Competency): Legal Professional Test Group
  - Low student enrollment. No students were assessed.
- SAM: Word, Excel, and Access Assessments in OFFT 2150 and OFFT 2170
  - No SAMs testing administered. MOS Certification administered. Obtain scores for MOS next year.
- Work Keys: Listening/Writing -- Measure Listening and Writing Skills
  - Scores were not received from CAPC Testing Center

2014-15 Assessment Methods & Procedures
- Office Proficiency Assessment Competency (OPAC) for specialized areas
- Final Integrated Project in BSAD 2510 Business Computer Systems, OFFT 2150 Integrated Information Processing, and CSCE 2570 Desktop Publishing.
- Work Keys Business Writing
- Business Math Post Test
- MPCC 2013-14 Completer Report

2014-15 Conclusions, Recommendations, and Changes Made
Conclusions and Recommendations
- Questions on the student satisfaction and employer surveys have changed. Measurements in the Business Office Technology matrix need to be updated to reflect the survey changes.
- See assessment matrix for recommendations specific to each program outcome.
- Overall challenges for assessment include:
  - Integrate OPAC testing in related coursework for more accurate testing measurements.
  - Investigate new OPAC testing available that the department may want to incorporate into the assessment matrix.
  - Work with CAPC personnel to use consistent testing (computer-based) for Business Writing to avoid skewed results.
  - Encourage instructors to report individual student scores for a more accurate reporting of overall average scores from both campuses.

- o Work with adjunct and online instructors to ensure students have adequate proofreading skills.
- o Continue to offer quality instruction.
- o Continue to look at alternative reasonably priced testing methods.
- o Continue to send reminders to employers to encourage survey participation.
- o Investigate reason for nonresponding employers to survey.
- o Work with Research Specialist to verify categories on the employer survey portion of the assessment.
- o Aggressively market the Legal program and continue to partner with CCC for joint paralegal program.
- o Strongly encourage area-wide division meeting to collaborate and collect data from divisional instructors.
- o Aggressively market the Business Office Technology Program.

Changes Made
- In 2014-15, the transition was made from SAM testing to MOS Certification testing. The MOS scores will be used as measurements in 2015-16.

2014-2015 ASSOCIATE OF APPLIED SCIENCE IN BUSINESS OFFICE TECHNOLOGY

Objectives	Measure	College Learning Outcomes	Expectation/Result	Analysis	Action	Outcomes
Students completing business office technology training/education will:						
1. Demonstrate entry-level skills for employment in an office environment--legal, medical or office.	**OPAC (Office Proficiency Assessment Competency)**		**See results in specialized areas**			
	Employer survey -- Overall measure of usefulness of training	**C-7, C-8, C-9**	**Expectation:** Average of 80% response in the good to very good range. **Result:** 3.9 on 5.0 scale or 78%	Did Not Meet Expectations	Continue to send reminders to employers for continued participation. Investigate reasons for nonresponding employers.	
Legal	**OPAC (Office Proficiency Assessment Competency) Legal Professional Test Group**		**Expectation:** Average of 80% on 100% scale. **Result:** none taken		Aggressively market program.	
Medical	**OPAC (Office Proficiency Assessment Competency) Medical Professional Test Group (administer at the end of OFFT 2530 Med Transcription)**	**C-1, C-2, C-7, C-8, C-9**	**Expectation:** Ave. of 80% on 100% scale. **Result:** Medical Term 80% Medical Trans 81.5%	Exceeded Expectations.	Determine ways to test OPAC competencies for online students. Provide review and drill practices. Determine ways to test following course completion.	Continue to offer quality instruction.

Administrative Assistant	**OPAC (Office Proficiency Assessment Competency)Editing/Formatting**	**C-1, C-2, C-8, C-9**	**Expectation:** Average of 80% on a 100% scale. **Result:** Composing Minutes 89.5 Proofreading 79.3	Exceeded expectations on composing minutes. Expectations not met for proofreading.	Integrate proofreading skills in all Business Technology courses. Integrate assessments into the transcription course. Formatting on OPAC testing needs checked. Students had a difficult time viewing the screen. There was no white space on the computer screen. Check for an online OPAC test to assess more students.	Work with adjunct and online instructors to ensure students have adequate proofreading skills. Work with OPAC testing coordinator to check proofreading formatting issues on the computer screen.
2. Operate computer equipment utilizing software application packages.	**Final Integrated Project in BSAD 2510 Business Computer Systems or OFFT 2150 Integrated Information Processing**	**C-1, C-2, C-3, C-7, C-8, C-9**	**Expectation:** Average grade on the projects will be 80% on a scale of 100%. **Result:** 85% No scores submitted by MCC instructor who resigned.	Exceeded expectations.	Conduct area-wide division meeting at end of year to receive all necessary input.	
	Final Integrated Project in CSCE 2570 Desktop Publishing	**C-1, C-2, C-3, C-7, C-8, C-9**	**Expectation:** Average grade on the projects will be 80% on a scale of 100%. **Result:** 84%	Exceeded Expectations	Conduct area-wide division meeting at end of year to receive all necessary input.	
	Employer Survey -- measure of technical skills	**C-1, C-2, C-3, C-7, C-8, C-9**	**Expectation:** Response will show at least an 80% good to very good response. **Result:** 4.0 on a 5.0 scale or 80%	Met Expectations	Continue to send reminders to employers for continued participation. Investigate reasons for nonresponding employers.	

	Employer Survey -- measure of computer literacy and proficiency	C-1, C-2, C-3, C-7, C-8, C-9	**Expectation:** Response will show at least an 80% good to very good response. **Result** 4.32 on a 5.0 scale or 86.4%	Exceeded Expectations	Assess technology currently used in the workplace. Older and newer technology may be in use. Continue to send reminders to employers for continued participation. Investigate reasons for nonresponding employers.	
	SAM Word, Excel, and Access Assessments in BSAD 2510, OFFT 2150 and OFFT 2170	C-1, C-2, C-3, C-7, C-8, C-9	**Expectation:** The average overall score on SAM will be 50%. **Result:** No SAMs testing administered.	SAMS was not administered in BSAD 2110 and OFFT 2150 due to licensing costs and testing issues.	MOS certification is now being performed. This category needs to be changed to reflect MOS certification scores (Word and Excel results need to be submitted). Desired result is 700 for each exam.	Track MOS certification success rate.

| 3. Demonstrate effective communication skills. | Work KeysListening/Writing -- measures listening and writing skills. Note: This has been combined into one assessment by ACT. | C-1, C-2, C-3, C-7, C-8, C-9 | Expectation: 3.0 on a 5.0 scaleResult: No Results | No Results | To find alternative ways to test online students to ensure that Workkeys testing is completed. This assessment test should be part of the **Personal and Professional Development** class. Continue to market for program growth. Investigate ways in which listening and writing activities are incorporated in all course work. Additionally, we need to get statistical results for our area only. Consider testing in a capstone course. Conduct area-wide division meeting to collaborate and get needed results from other faculty members. | Continue efforts with CAPC to meet online testing needs and obtain results in timely manner. |
| | **Employer Survey -- measure oral communication skills** | | Expectation: Response will show at least an 80% good to very good response. Result: 3.68 on 5.0 scale or 73.5% | Did not meet expectations. | Continue to send reminders to employers for continued participation. Investigate reasons for nonresponding employers. | |

	Work KeysBusiness Writing -- measure written communication skills		**Expectation: 3.0 on a 5.0 scale Result:** 3	Met Expectations	Continue to ensure computer generated testing for consistent results. To find alternative ways to test online students to ensure that Workkeys testing is completed.	Continue to work with CAPC to investigate online testing options.
	Analytical Report in Bus. Communications: Business Writing -- measure written communication skills		**Expectation:** Average grade on Analytical Report, 80% on a 100% scale **Results:** 77.93	Expectations Not Met.	All instructors use consistent scoring methods.	Scores slightly below expectations. Continue to ensure that students gain necessary remedial assistance prior to course.
4. Demonstrate appropriate human relations skills.	**Employer Survey—Interacts effectively with others in diverse environments . . .**		**Expectation:** Response will show an 80% good to very good response. **Result:: 3.79 on 5.0 scale or 75.8%**	Expectations Not Met	Work with Research Specialists to determine alternative measurements. Investigate NOCTI assessment "Workplace Readiness"	Follow up on alternative measuring instrument.
	Employer Survey -- measure work attitude		**Expectation:** Response will show an 80% good to very good response. **Result:** 4.17 on 5.0 scale or 83.4%	Expectations Met	Work with Research Specialists to determine alternative measurements. Investigate NOCTI assessment "Workplace Readiness"	Follow up on alternative measuring instrument.
5. Demonstrate an understanding of mathematical reasoning and principles in relation to entry-level employment.	**Business Math Post Test**	**C-5, C-7, C-8, C-9**	**Expectation:** Overall average score will be 75%. **Result:** 83.13%	Exceeded expectations.	Send specific course number to Institutional Research to determine majors.	

| | Employer Survey --measure math/problem solving skills | C-5, C-7, C-8, C-9 | **Expectation:** 3.5 on a 5 scale **Result:** 4.05 on as 5.0 scale or 81%. | Exceeded Expectations. | Continue to send reminders to employers for continued participation. Investigate reasons for nonresponding employers. | |

Mid-Plains Community College
Assessment Report: Narrative Summary

Program: Graphic Design and Visual Communications
Division: Business and Technology

Introduction

The goal of the Graphic Design/Visual Communications program is to acquire necessary graphic design and business skills necessary to succeed in an entry-level job market. Graphic design courses will provide students with experience using software for print media and multimedia applications, such as video, DVD, and the Web. A major focus of the program design is to incorporate graphic design skills with computer technology and business skills.

Program Outcomes

1. Perform tasks related to entry level employment in the graphic design industry
2. Demonstrate skill in visual problem solving
3. Use effective communication skills necessary for a career in graphic design
4. Determine and use appropriate software for given visual problem solving situations
5. Apply business fundamentals learned to employment in a graphic design setting
6. Develop a print and electronic portfolio to be used in finding entry level employment in graphic design

2013-2014 Summary of Recommendations

The 2013-2104 GDVC assessment results showed that students met expectations for all program outcomes. Outcomes will be monitored, as will changes in software and industry trends. Adjustments will be made accordingly.

2014-2015 Result/Outcomes

This has been another good year for the graphic design students. The feedback received from the Portfolio Show in the gallery of Wrightstone was very positive. McCook Community College sent one Desktop Publishing team of graphic design students to the State PBL Competition this year and they were awarded first place so they will be going on to Nationals in Chicago this summer. Last summer two teams of graphic students made it to Nationals in Desktop Publishing in Nashville and they were awarded 2nd and 4th place competing against other two and four year colleges. One student also received 2nd place in Web Design at Nationals. Another student had his music video accepted into a Film Festival in Omaha. Three students helped nonprofit organizations with their promotional materials during the year and received very positive feedback on their designs from the individuals that they worked with in the organizations. The promotional materials included a variety of media from print design to videos and animations.

2014-2015 Assessment Methods & Procedures

These learning objectives are assessed using direct and indirect measures. The following is a short description of how to interpret each measure.

Internship Evaluation

- Evaluation is done by the employer supervisor twice during the Internship program – once midway through the internship and once at the end.
- Scale of measurement is from 1-10 with 10 being the highest level.

- Target areas are (1) visual problem solving with appropriate software (2) ability to apply business concepts and principles

Portfolio
- The portfolio class is a capstone course where students gather projects that they have completed in the Graphic Design program and evaluate them, do revisions, and create additional projects in areas where they are weak. Then they create a hard copy and a multimedia portfolio to use when applying for a job after graduation. In addition to this they create an identity package that includes a business card, letterhead, resume, and a portfolio brochure. They learn how to present their work to the public by setting up a student show. A rubric is used for assessment and the average student score will be 80 points or above out of a maximum of 100 in each of the above areas.

Marketing
- A comprehensive marketing plan is completed in the Principles of Marketing course. They work with a business, and develop a financial analysis including trends, current marketing strategies, and then develop a plan to use marketing dollars more successfully.

2014-15 Conclusions, Recommendations, and Changes Made
- Continue to monitor and keep current on new software and updates to current software.
- In cooperation with the assessment coordinator, work on connecting classroom technology/software purchases to assessment data.

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2014-2015 ASSOCIATE OF APPLIED SCIENCE IN GRAPHIC DESIGN

Objectives	College Learning Outcomes	Measure	Expectation/Result	Analysis	Action	Outcomes
Students completing the Associate of Applied Science Degree in Graphic Design will:						
1. Perform tasks related to entry level employment in the graphic design industry	1,2,3,7,8.9	**Internship Evaluation - produces quality design work according to assigned objectives**	**Expectations:** 7 on a scale of 1-10 **Results:** 9.87	met expectations	continue monitoring changes in software and industry trends and adjust classes accordingly	
1a. Print Media Design	1,2,3,7,8.9	**Print media projects (presented in portfolio)**	**Expectations:** 80% on a scale of 100% **Results:** 89%	met expectations	see #1	
1b. Multimedia Design	1,2,3,7,8.9	**Interactive Portfolio document**	**Expectations:** 80% on a scale of 100% **Results:** 88%	met expectations	see #1	
2. Demonstrate skill in visual problem solving	1,2,3,7,8.9	**Internship Evaluation - ability to apply design concepts and principles**	**Expectations:** 7 on a scale of 1-10 **Results:** 9.87	met expectations	see #1	
	1,2,3,7,8.9	**Student Show - development of theme and creative skills**	**Expectations**: 80% on a scale of 100% **Results**: 90%	met expectations	see #1	
3. Use effective communication skills necessary for a career in graphic design	1	**Internship Evaluation -- measure written communication skills**	**Expectations**: 7 on scale of 1-10 **Results:** 9.93	met expectations	see #1	
4. Determine and use appropriate software for given visual problem-solving situations	1,2,3,7,8.9	**DVD Portfolio - use software as necessary to bring projects from diverse applications together**	**Expectations:** 80% on a scale of 100% **Results:** 86%	met expectations	see #1	
	3,7,8.9	**Internship Evaluation - demonstrates knowledgeable use of appropriate software for visual problem solving tasks**	**Expectations:** 7 on a scale of 1-10 **Results:** 10	met expectations	see #1	

	1,3,7,8.9	**Student ID package including portfolio brochure**	**Expectations:** 80% on a scale of 100% **Results:** 90%	met expectations	see #1	
5. Apply business fundamentals learned to employment in a graphic design setting	3,7,8.9	**Internship Evaluation - applies business concepts and principles to work environment**	**Expectations:** 7 on a scale of 1-10 **Results:** 9.93	met expectations	see #1	
5a. Marketing Skills	1,3,7,8.9	**Marketing Plan**	**Expectations:** 80% on a scale of 100% **Results:** 76%	did not meet expectations	keep monitoring	
6.Develop a print, and digital portfolio to be used in finding entry-level employment in the field	3,7,8.9	**Portfolio: Organizational ability, creativity and presentation skills**	**Expectations:** 80% on a scale of 100% **Results:** 88%	met expectations	see #1	

Mid-Plains Community College
Assessment Report: Narrative Summary

Program: Information Technology
Division: Business and Technology

Introduction
The **Information Technology Program** provides sufficient education and training to enable graduates to procure entry-level positions in the information technology field and provides adequate applied instruction to meet the training and retraining needs of employers. The IT program is designed to provide graduates with the necessary skills to function in today's business world with particular emphasis on the centrality of information and its processing, distribution and presentation. IT graduates will obtain competencies in areas such as personal computer support services and network technology. Graduates will have completed a core of courses including interpersonal skills, written and oral communications, and actual hands-on experience. Students will complete a core of courses to ensure they possess the base knowledge necessary in the field. specialization areas will allow students to pursue a more focused aspect of the program.

2013-14 Summary of Recommendations
Due to faculty turnover, an assessment report was not submitted in 2013-2014.

2014-15 Results/Outcomes
The Associate of Applied Science in Information Technology Program has one focus area: PC Support/Network Technology. In Spring 2015, an IT Certificate for IT Customer Support/Help Desk was added.

2014-15 Assessment Methods & Procedures
Locally Generated Practice Exams
- In class lab and quizzes, exams, along with online materials (pre and post-tests) were created to evaluate the percent of increase/decrease in student knowledge and understanding of content in preparation for industry-standard certification exams. Scale of measurement is from 0 – 100% with an average of all students scores of 70% expected.

Internship Evaluation
- The internship supervisor/employer evaluated the students' activities while participating in an internship. A rubric was used to evaluate on a scale of Not Satisfactory to Excellent (1-5).

2014-15 Conclusions, Recommendations, and Changes Made
Conclusions
- Students are not taking the A+ or Net+ certification exams even though resources, including practice exams and time, are provided for them.

Recommendations/Changes made
- Consider utilizing the Microsoft Office Software Certification (MOS) exam in addition to the A+/Net+ exams.

2014-2015 Associate of Applied Science in Information Technology:

Program Goals/Objectives	College Learning Outcomes	Measure	Expectation/Result	Analysis	Action	Outcome
1. Possess the knowledge to perform tasks related to entry-level information technology positions.						
a. Identify, install, configure and upgrade computer hardware components and Operating System software.	CW1 CW2 CW3 CW5 CW6 CW7 CW8	Combination of labs, practice quizzes, assignments, quizzes exams and final exams demonstrating % of improvement shown in scores for A+ Certification exam.	Expectation: Average score in assigned labs, assignments, and quizzes will be 70% Results: Students completed all assignment course work in 2015. None study for the A+ exam.	There were 3 second year students who completed the course work during April 2015. No students attempted to study for A+ exams. No students attempted CompTia's A+ certification exams.	Practice A+ tests links and sites will be administered as a pre test and post test for assessment purposes. Continue to provide assistance for students in preparation for certification exams.	Continue to evaluate the timeline for focusing on practice exams in preparation for the certification exam. Encourage students about the importance of certificate exams.
b. Describe the features and functions of networking components, and possesses the knowledge and skills needed to install, configure and troubleshoot basic networking hardware, protocols and services	CW1 CW2 CW3 CW5 CW6 CW7 CW8	Combination of labs, practice quizzes, assignments, quizzes exams and final exams demonstrating % of improvement shown in scores for Net+ Certification exam.	Expectation: Average score on practice exam will be 70% Results: No students attempted to study for the Net+ exam.	Students were encouraged to study for Net+ certiffication. No students attempted CompTia's Net+ certification exam. Even though resourceses were provided.	Continue encouraging students about practice Net+ tests. Will continue to be provide links and sites for practice test for assessment purposes. Continue to provide assistance for students needing preparation for certification exams.	Continue to evaluate the timeline for focusing on practice exams in preparation for the certification exam. Encourage students about the importance of certificate exams..
c. Demonstrate the ability to recognize and differentiate between the various cabling technologies, LAN topologies and the equipment required for those different media.	CW1 CW2 CW3 CW5 CW6 CW7 CW8	Combination of labs, practice quizzes, assignments, quizzes exams and final exams demonstrating % of improvement shown in scores for Net+ Certification exam.	Expectation: Average score on practice exam will be 70% Results: No students attempted to study for the Net+ exam.	Students were encouraged to study for Net+ certiffication. No students attempted CompTia's Net+ certification exam. Even though resources were provided.	Continue encouraging students about practice Net+ tests. Will continue to be provide links and sites for practice test for assessment purposes. Continue to provide assistance for students needing preparation for certification exams.	Continue to evaluate the timeline for focusing on practice exams in preparation for the certification exam. Encourage students about the importance of certificate exams..

d. Demonstrate an understanding of basic network concepts and terminology	CW1 CW2 CW3 CW5 CW6 CW7 CW8	Combination of Pre-Test and Post-Test demonstrating % of improvement shown in scores and practice exam for Net+ Certification exam.	Expectation: Average score on practice exam will be 70% Results: No students attempted the practice exam.	No second year students completed the practice exam during April 2013. No students attempted CompTia's Net+ certification exams.	Continue encouraging students about practice Net+ tests. Will continue to be provide links and sites for practice test for assessment purposes. Continue to provide assistance for students needing preparation for certification exams.	Continue to evaluate the timeline for focusing on practice exams in preparation for the certification exam.

2. Apply the theory of information technology to specific jobs.						
a. Demonstrate the ability to Analyze, Diagnose and Troubleshoot Problems	CW3 CW6 CW7 CW8 CW9	Internship Employer Evaluation	Expectation: Average score on Rubric will be 4.5 on a 5.0 scale (Questions #15, 16, 17 and 18 on current rubric) Results: Average Score on Rubric was 3.5 on a 5.0 scale	Average score on Rubric was above expectation	Curriculum will continue to encourage quality work utilizing the computer skills and knowledge gained through program	

b. Demonstrate ability to monitor, manage, and troubleshoot access to resources.	CW3CW6 CW7CW8CW9	Internship Employer Evaluation	Expectation: Average score on Rubric will be 4.5 on a 5.0 scale (Questions #15, 16, 17 and 18 on current rubric)Results: Average Score on Rubric was 3.5 on a 5.0 scale	Average score on Rubric was above expectation	Curriculum will continue to focus on problem-solving using the knowledge gained in course work	
3. Think analytically and logically in relation to information technology.						
a. Think Critically and Analytically	CW6 CW7 CW8 CW9	Internship Employer Evaluation	Expectation: Average score on Rubric will be 4.5 on a 5.0 scale (Questions #15, 16, 17 and 18 on current rubric) Results: Average Score on Rubric was 3.8 on a 5.0 scale	Average score on Rubric was above expectation	Curriculum will continue to focus on problem-solving using the knowledge gained in course work	
		WorkKeys Assessment	Expectation: Students will test at an average Level of 5 in Math Results: Average score was 5.0.	Expectation was met on the on assigned tasks, quizzes with an average score of 4.5	Continue to encourage students to utilize the Student Success Center for math tutoring.	

b. Technical Knowledge	CW6 CW7 CW8 CW9	Internship Employer Evaluation	Expectation: Average score on Rubric will be 3.5 on a 5.0 scale (Questions #8, 13 and 15 on current rubric) Results: Average Score on Rubric was 4.5 on a 5.0 scale	Average score on Rubric was above expectation	Curriculum will continue to encourage quality work utilizing the computer skills and knowledge gained through program
4. Use effective communication skills and work ethics appropriate to an information technology workplace environment.					
a. Follow Instructions	CW9	WorkKeys Assessment	Expectations: Students will quiz/test at Level 3.75 in Listening and 5.3 in Reading Results: Average score for Reading was 5.6, Listening assessment was not administered.	Average score on Rubric was above expectation	Curriculum will continue to focus on Reading for comprehension.
b. Use Effective Oral Communication	CW2 CW6 CW7 CW8 CW9	Internship Employer Evaluation	Expectation: Average score on Rubric will be 3.5 on a 5.0 scale/3.6 (Question #3 on current rubric) Results: Average Score on Rubric was 4 on a 5.0 scale	Average score on Rubric was above expectation	Curriculum will continue to focus on effective oral communication skills through projects implemented that reinforce skills and knowledge
c. Use Effective Written Communication	CW1 CW6 CW7 CW8 CW9	WorkKeys Assessment	Expectation: Students will quiz/test at Level 3 in Writing Results:	Writing quiz/tests were not administered	Plans will be made to administer the Writing tests Fall 2014.

Mid-Plains Community College
Assessment Report: Narrative Summary

Program: Dental Assisting
Division: Health Occupations

Introduction
The Dental Assisting Program is an 11-month course of study leading to a diploma in dental assisting. Students have the option of completing an AAS Degree. The purpose of the program is to prepare graduates to aid the dentist at the chair side during examination and treatment of patients. Dental assistants may perform supportive laboratory and business office procedures.

Upon successful completion of the program, graduates meet all requirements for the practice of dental assisting, are x-ray certified and coronal polishing certified in the state of Nebraska and will be prepared to sit for the national certification examination offered by the Dental Assisting National Board.

2013-14 Summary of Recommendations
Students met or exceeded expectations for all program outcomes. Two of the most significant reasons for student success are:

1. Changes to the program's admission criteria
2. The addition of a job shadowing requirement.

Over the past few years the criteria for admission to the Dental Assisting program has changed. While Compass minimums have been in place for many years, they were not enforced prior to the past 5 years. Now, students who cannot meet the minimum COMPASS scores are required to take the appropriate General education courses that will improve their level of competence in those areas PRIOR to acceptance into the program.

At the request of area dentists, a job shadowing requirement has been added as well. This gives students the opportunity to see, first hand, what the field requires. Also in place now is a face to face interview with Dental Assisting Instructor. At this meeting, many things are discussed which further clarify what the expectations are for students in the program. It is the combination of these factors that is impacting the type of students that are choosing this program of study. Prospective students are more aware of the "science intensive" nature of the program and those who prefer a LESS science intensive course of study are not enrolling as often.

The above factors, combined with consistent communication with dentists regarding which areas of concentration may need more focused attention within the program, result in better student understanding, and a higher rate of success in outcomes

2014-15 Results/Outcomes
- Students met or exceeded expectations for all program outcomes
- MPCC dental assisting scored 12.6% above the national average on NOCTI post test
  - 85%: Average for MPCC dental assisting students
  - 72.4%: National average
- Evaluation system in place for the past 6 years needs to be updated to reflect current technology and be more specific to CODA requirements.

2014-15 Assessment Methods & Procedures
- Evaluation of lab performance during the program based on competency standards set by CODA
  - Faculty evaluation of lab performance during first 8 weeks
  - Dentist evaluation of lab performance during final 8 weeks
- NOCTI exam pre and post for critical thinking, math, and communications skills

2014-15 Conclusions, Recommendations, and Changes Made
Conclusions/Recommendations
- Evaluation scale on competency sheets needs to be more specific
- Cleaning and polishing removable dental appliances is not included in current competencies
- Clinical evaluations should have a faculty signature
- Increase attendance and frequency of Dental program advisory committee meetings

Changes Made
- All competency sheets have been re-written to match the program assessment matrix. The evaluation scale moved from a 3,2,1,0 to a 5,4,3,2,1, scale.
- Addition of a competency sheet covering cleaning and polishing removable dental appliances
- Clinical evaluation forms now require faculty signature in addition to clinical supervisor
- In an attempt to increase attendance at dental assisting program advisory committee meetings, a virtual meeting was scheduled.

Mid Plains Community College Assessment Matrix

Area/Department: Dental Assisting (DENT)   **Date Submitted**: 2014-2015

Line	Program Outcomes/Objectives	Link to College SLO's	Measure & Methodology (who, what, when & why)	Expected Results/Standards (What students should have learned)	Expectation Met (Y or N)	Analysis	Action
1	Perform tasks related to entry level dental assisting employment.	1, 2, 3, 5, 6, 7, 8	Faculty evaluation of lab performance during the program based on competency standards set by CODA	Average of direct assessment will be 4 on a 5 point scale	Y (4.7)		
2			The dentist/dental assistant in assigned clinical facility will evaluate the student's performance in the final 8 weeks of the program using a Likert scale of performance indicators	Average of dentist/assistant assessment scores will be 4 on a 5 point scale	Y		
3	Demonstrate appropriate entry level laboratory skill including pour/trim gypsum casts, fabrication of custom whitening/fluoride trays, sports mouthguard, custom-made provisionals	3,7,8	Faculty evaluation of lab performance during the first 16 weeks of the academic ear based on competency sheets provided in curriculum

Dentist evaluation during final 8 weeks in a clinical setting | 4 out of 5 | Y (4.5) | | |

4	Use effective communication skills appropriate to dental assisting	1,3,8	NOCTI assessments at the beginning and end of the academic year	Improvement in all measured areas for all students	Yes— overall 21% improvement		
5	Apply the theory of dental assisting to specific tasks using critical thinking	1,2,3,4,7	Initial faculty evaluation during lab experience NOCTI comparison Dentist/dental assistant evaluation during final 8 weeks of clinical experience	Average of direct assessment (for each student) 4 of 5 on Likert scale	Yes (4)		
6	Oral hygiene instructions		The faculty will evaluate clinical performance during the program and will rate performance indicators on the basis of a 5 point Likert scale (5 is high). The rating instrument is based on competences from the National Standards for Dental Assisting Education Programs.	Average of direct assessment scores will be 4 on a 5 point scale	Y (4.2)		
7			The dental assistant and/or dentist in the assigned clinical facility will evaluate the student's clinical performance during the final 8.5 weeks or the program using the same performance indicators	Average of dental office assessment scores will be 4 on a 5 point scale	No offices assessed this skill set.		

8	Perform appropriate Infection control		Faculty and Site evaluations/Obs	Average of direct assessment will be 4 on a 5 point scale	Y 4		
9	Practices appropriate dental radiology skills, take PA's and BW images, mount images, label images, and maintain safety and asepsis		Faculty will evaluate clinical performance during the last 8.5 weeks of the program and will rate performance indicators on the basis of a 5 point Likert scale (5 is high). The rating instrument is based on competencies from the National Standards for Dental Assisting Education Programs	Average of direct assessment scores will be 4 on a 5 point scale	Y (4.9)		
1 0			The dental assistant and/or dentist in the assigned clinical facility will evaluate the student's clinical performance during the final 8.5 weeks of the program using the same performance indicators	Average of dental office assessment scores will be 4 on a 5 point scale	Y 4		
1 1							
1 2	Demonstrate appropriate chairside skills Amalgam/composite, patient vitals, and C&B		Faculty will evaluate clinical performance during the last 8.5 weeks of the program and will rate performance indicators on the basis of a 5 point Likert scale (5 is high). The rating instrument is based	Average of direct assessment scores will be 4 on a 5 point scale 4.9			

			on competencies from the National Standards for Dental Assisting Education Programs				
1 3	Advanced Procedures: Endo/Perio/Ortho and Surgical skills and Infection control protocol		The dental assistant and/or dentist in the assigned clinical facility will evaluate the student's clinical performance during the final 8.5 weeks of the program using the same performance indicators	Average of dental office assessment scores will be 3.5 on a 5 point scale	Only one office evaluated advanced procedur es. Score 4		
1 4	4 handed chairside skills	1,2,3,5,6 ,7,8			y		

1. **Please explain any significant circumstances not already mentioned that may have impacted your results in an unexpected manner.** Evaluation system in place for the past 6 years needs to be updated to reflect current technology and be more specific to CODA requirements.

2. **Indicate specific changes, recommendations, and/or enhancements you anticipate making as a result of this data. (*Example: Additional technology, training, or personnel*).**I will revise the evaluation forms to reflect more accurate assessment of performance.

Mid-Plains Community College
Assessment Report: Narrative Summary

Course: EMTL 1520 EMT & EMTL 1530 EMT II (North Platte)
Division: Health Occupations

Introduction
Throughout MPCC's 18 county service area, EMT I & II are offered to fill a demonstrated need in predominately rural west central Nebraska. Since most students who complete EMT I & II classes based out of MPCC's North Platte campus do not go on to compete a diploma or certificate, assessment data in this report is focused on the EMT I&II and not the actual Paramedic Program.

Courses
- **EMTL 1520 Emergency Medical Technician I:** Emergency Medical Technician I Course is designed as the first course of a two course offering for successful completion of an EMT course following the National EMS Educational Standards and Guidelines. The course is the first component in the training that will provide basic knowledge and skills necessary to provide patient care and transportation as a component of a comprehensive EMS response team. This emergency medical course will include the following modules: Preparatory, Airway Management, Patient Assessment, Pharmacology, and Trauma. Upon successful completion of EMTL 1520 EMT I the student will be required to complete the EMTL 1530 EMT II in order to successfully complete the entire EMT training. Successful completion of both EMTL 1520 and EMTL 1530 will allow a student to sit for the National Registry written and practical exams and apply for the State of Nebraska EMT certification. (EMTL 1520 and EMTL 1530 Replaces EMTL 1510.)

- **Course Description for EMTL 1530 Emergency Medical Technician II:** The Emergency Medical Technician II Course is the second component of a two course offering for successful completion of an EMT course following the National EMS Educational Standards and Guidelines. This course will provide basic knowledge and skills necessary to provide patient care and transportation as a component of a comprehensive EMS response team. This emergency medical course will include the following modules: Medical Emergencies, Special Patients/Populations, Ambulance Operations (including NIMS 100 & 700, HAZWHOPER). Upon successful completion of the EMTL 1520 EMT I and EMTL 1530 EMT II the student will be allowed to sit for the National Registry written and practical exams and apply for the State of Nebraska EMT certification. *Prerequisite: EMTL 1520 EMT I within one year. (EMTL 1520 and EMTL 1530 Replaces EMTL 1510.)*

2013-14 Summary of Recommendations
- 2013-14 National Registry Exam.
  - 33: Total number of students
  - 15 passed
  - 4 failed
  - 5 withdrew
  - 9 did not test

EMT instructors were concerned about the number of students who were withdrawing from classes. The EMS coordinator will work with advisors on strategies that will improve retention.

2014-15 Results/Outcomes
- 2014-15 National Registry Exam
  - 32 students eligible for testing
  - 14 tested
  - 4 withdrew
  - 14 students have not tested as of June 19,2014
- In 2013-14, one goal for EMT classes was to decrease the withdrawal rate. In 2013-14, five out of 33 students withdrew. In 2014-15, four out of 32 students withdrew. The number isn't statistically significant, but EMT instructors have started to use a learning styles inventory and increased efforts to identify struggling students early on to ensure students get the assistance.

The National Registry implemented a new policy that requires students to take the exam within 90 days of completing required coursework and paying for the exam. Prior to this change, students had 2 years to take the exam. This policy change has forced students to take the test sooner and improved the overall pass rate.

2014-15 Assessment Methods & Procedures
- EMT National Registry Exam Skill Checklist
- Module exams and quizzes
- Observation of affective behavior

2014-15 Conclusions, Recommendations, and Changes Made
Changes Made
- An affective behavior checklist was used to standardize assessment of behavioral attributes critical to the education of successful EMT's.
- The EMT National Registry exam implemented a new policy requiring students to take the exam within 90 days paying for the exam. The change has improved exam pass rates.
- Learning style inventory was added to understand how students learn and ultimately, improve pass rates on the National Registry Exam.

Mid Plains Community College Assessment Results

Area/Department: EMS/CPR

Date Submitted: 2014-15

	Objectives	Link to College SLO's	Measure & Methodology (who, what, when & why)	Expected Results/Standards (What students should have learned)	Expectation Met (Y or N)	Analysis	Action
1	Demonstrate knowledge of current skills they will need to use in working in the field as an EMT	2,3,67, 9	National Registry skill sheet check lists will be used to practice and test skills	Students are required to learn and test 15 different skills to pass the program. These skills are set by national and state standards	20		
2	Confirm knowledge of current knowledge of what they need to work in the field of Emergency Medicine	1,3,6,7 8,9	Module Exam and Quizzes	EMT students will be required to maintain and finish with a C+ to receive a completion certificate of EMT 1 and EMT 2 and be allowed to take the written National Registry Written Exam	20 3 first semester		
3	Demonstrate and incorporate professional values and standards of medical personal that the industry requires in pre hospital emergency medicine	2,4,6,8 ,9	Affective behavior will be observed by peers, instructors, and clinical personnel using a check list	Students will show affected behavior in both the classroom and field time	20		

General **Questions:** Please explain any significant circumstances not already mentioned that may have impacted your results in an unexpected manner. At this time we have had only 6 students take the National Registry Written exam. All six have passed. We have had 20 past students test the Written National Registry exam. 11 of those have passed. National Registry now has a new policy that the student will have to take the exam 90 days from paying for the exam. This should help getting students take

the test sooner. We had 4 drops from the North Platte class which is an improvement of 1 over last year. In instructor meetings we have stressed how to work with students or at least getting the names of students needing help to the EMS office for us to assist. We have a learning styles test that we are giving to students to help them figure out how to study. This has helped our fail numbers improve.

Mid-Plains Community College
Assessment Report: Narrative Summary

Program: Medical Laboratory Technician
Division: Health Occupations

Introduction
The Associate of Applied Science Medical Laboratory Technician Program is designed to prepare students for employment in medical, clinical, research, and public health laboratories. The technician collects or receives patient specimens, performs many general laboratory tests, records data, and reports results to physicians to aid in the diagnosis and treatment of disease. The MLT program combines academic general education with a concentration in basic life sciences, didactic studies in medical laboratory science, and clinical training at hospital laboratories. The program requires two years, (four semesters and one summer session) of full-time study. Students with previous college work may apply for advanced placement pending evaluation of transcripts. Upon completion of the academic and clinical requirements, students will be awarded an associate degree and become eligible to take the national certification examination.

Students completing the MLT program may transfer up to sixty semester credit hours to the University of Nebraska Medical Technology program Medical Technology program. The Mid-Plains MLT program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (www.naacls.org).

2013-14 Summary of Recommendations
In 2013-14, methods/procedures for MLT program outcomes 1, 2, and 6 will be utilized for the 2014-2015 academic year. Methods and measures for MLT program outcomes, 3, 4, and 5 (which were not assessed in 2013-2014) will be developed over the next year.

Assessment Methods & Procedures
- Evaluation by clinical instructors using an online performance evaluation report form
- Job placement
- Affective behavior checklist
- Board of Certification (BOC) Practice exam
- Graduate Employer Survey
- Mock National Registry Exam

2014-15 Conclusions, Recommendations, and Changes Made
Pre and post BOC exams, National Registry practice exams, and pass rates on National Registry exams show that students meet or exceed the program expectations.
- In 2105, 72.7% of graduates were employed full time in their field. 27.3% were not working in the field due to personal reasons.
- 2015 graduates averaged 90.9% on the BOC exam. The national average is 77.5%.

Medical Laboratory Technician Associate Degree Program – 2014-2015

Objectives/Outcomes	Measure	Expectation/Result	Analysis	Action	Outcome
1. Possess the appropriate and necessary competencies for entry level employment in the medical laboratory. (CLO 8)	Evaluated by clinical instructors at assigned facility during clinical rotation using online Performance Evaluation report forms. **SPRING 2015**	Cumulative class result will be 70% or better. Results: Hematology: 96.0% Clinical Chem: 97.0% Microbiology: 86.6% Blood Bank: 96.3% Urinalysis: 97.0%	Met expectation.	No action indicated. Continue to monitor.	Averages are statistically similar to prior years.
	Program Completion Rates **SPRING 2015**	Three year average result of students who began the final half of the program during the given time period and have since graduated will be 70% or better. Three year average completion rate: 96.6% 2014 begin: 11 2015 graduate: 11 Completion rate: 100% 2013 begin: 9 2014 graduate: 8 Completion rate: 88.9% 2012 begin: 9 2013 graduate: 9 Completion rate: 100%	Met expectation.	No action indicated. Continue to monitor.	Average is statistically similar to prior years.

Medical Laboratory Technician Associate Degree Program – 2014-2015

Objectives/Outcomes	Measure	Expectation/Result	Analysis	Action	Outcome
	Job Placement Rates **SPRING 2014**	Three year average placement in career within 1 year of graduation will be 70% or better: Three year average placement rate: 85.7% **2013 Results:** 9 graduates 9 working FT (100%) **2014 Results:** 8 graduates 7 working FT (87.5%) 1 not working due to health reasons (12.5%) **2015 Results:** 11 graduates 8 working FT (72.7%) 3 not working due to various reasons (27.3%)	Met expectation.	No action indicated. Continue to monitor.	Average is statistically similar to prior years.

Medical Laboratory Technician Associate Degree Program – 2014-2015

Objectives/Outcomes	Measure	Expectation/Result	Analysis	Action	Outcome
2. Demonstrate the appropriate and necessary personal and work characteristics that contribute to effective job performance, relations and retention. (CLO 4,6)	Evaluated by clinical instructors at assigned facility during clinical rotation using online Affective Behavior Evaluation Report forms. **SPRING 2015**	Cumulative class result will be 70% or better. Results: Hematology: 97.6% Clinical Chem: 97.7% Microbiology: 89.9% Blood Bank: 96.1% Urinalysis: 97.6%	Met expectation.	No action indicated. Continue to monitor.	Average is statistically similar to prior years.
3. Use appropriate and necessary communication skills to ensure success in job performance, job relations and job retention. (CLO 1,2,3)	Alumni/Employer Survey **2014** **NOT CONDUCTED YET**	Cumulative 3 year average result of survey respondents on oral and written communication will be 4.00 or better on 5.00 scale. Results: 4.2	Met expectation.	No action indicated. Continue to monitor.	Average is statistically similar to prior years.

Medical Laboratory Technician Associate Degree Program – 2014-2015

Objectives/Outcomes	*Measure*	*Expectation/Result*	*Analysis*	*Action*	*Outcome*
4. Apply the theory of technical specialization using critical thinking/reasoning while working independently. (CLO 7,8,9)	Alumni/Employer Survey **2014** **NOT CONDUCTED YET**	Cumulative 3 year average result of survey respondents on thinking critically and analytically will be 4.00 or better on 5.00 scale. Results: 4.2	Met expectation.	No action indicated. Continue to monitor.	Average is statistically similar to prior years.
5. Use mathematical data and reasoning skills in relation to the medical laboratory. (CLO 5)	MEDT-1060 Course Outcomes **2014** **NOT CONDUCTED YET**	Cumulative 3 year average result of survey respondents math skills will be 4.00 or better on 5.00 scale. Results: 4.1	Met expectation.	No action indicated. Continue to monitor.	Average is statistically similar to prior years.
6. Be prepared to take external certification examinations. (CLO 5,6,7,8,9)	Mock Registry Exam Results conducted at end of training cycle. **SPRING 2015**	Cumulative class average will be 70% or better. Result: 86.5%	Met expectation.	No action indicated. Continue to monitor.	Average is statistically similar to prior years.

Medical Laboratory Technician Associate Degree Program – 2014-2015

Objectives/Outcomes	Measure	Expectation/Result	Analysis	Action	Outcome
	Post Clinical Training content area exam results conducted at end of training cycle. **SPRING 2015**	Cumulative class in each content area average will be 70% or better. Results: Hematology: 87.8% Clinical Chem: 89.5% Microbiology: 88.0% Blood Bank: 84.4% Urinalysis: 89.1% Immunology: 82.7% Lab Operations: 91.3%	Met expectation.	No action indicated. Continue to monitor.	Average is statistically similar to prior years.
	Board of Certification (BOC) results **SPRING 2015**	Three year average BOC pass rate within first year of graduation will be 70% or better. Three year average pass rate within first year of graduation: 90.0% 2012: 3 / 4 (75%) 2013: 8/9 (88.9%) 2014: 7/7 (100%) 2015 (6 months): 10/11 (90.9%) National: 77.5%	Met expectation.	No action indicated. Continue to monitor.	Average is statistically similar to prior years.

Medical Laboratory Technician Associate Degree Program – 2014-2015					
Objectives/Outcomes	*Measure*	*Expectation/Result*	*Analysis*	*Action*	*Outcome*
	Board of Certification (BOC) results **SPRING 2015**	All content areas will have BOC exam program mean scaled score of >400 on first attempt Results: Hematology: 482 Clinical Chem: 518 Microbiology: 537 Blood Bank: 561 Urinalysis: 498 Immunology: 634 Lab Operations: 603	Met expectation.	No action indicated. Continue to monitor.	Average is statistically similar to prior years.
7.					

Mid-Plains Community College
Assessment Report: Narrative Summary

Academic Year:
2014-15

Program: Nursing (ADN)
Division: Health Occupations

Introduction
The ADN nursing program is designed to prepare students for employment as registered nurses. The practitioner will develop entry level skills and is eligible to take the NCLEX-RN National Council (of State Boards of Nursing) Licensing Examination-Registered Nurses. The program meets the requirements for accreditation by the Bureau of Examining Boards, Board of Nursing of the State of Nebraska. Mid-Plains Community College is fully accredited the Higher Learning Commission, a member of the North Central Association. The Associate Degree in nursing program is accredited by the Accreditation Commission for Education in Nursing. The nursing program includes nursing and non-nursing courses. The program includes ATI Nursing Education in the curriculum to improve student and program outcomes.

2013-14 Summary of Recommendations
In 2013-2014, six out of eight program outcomes were met.

Outcome	Results
Outcome 1	Met expectations
Outcome 2	Met expectations
Outcome 3	Met expectations
Outcome 4	Met expectations
Outcome 5	Did not meet expectations
Outcome 6	Met expectations
Outcome 7	Met expectations
Outcome 8	Did not met expectations

Conclusions/Recommendations
- A full and part time faculty orientation policy and procedure manual is being developed to help improve communication between all faculty and consistency in clinical evaluations.
- Beginning in Fall 2014 (2016 graduating class), the required score to pass theory classes will increase to 78%.
- The ATI Virtual NCLEX review will be a requirement and included in student fees. The Virtual Review provides students with a 1:1 feedback about the NCLEX areas they need to study
- Implement a revised employer survey.

2014-15 Assessment Methods & Procedures
- Clinical evaluation tools. See ADN assessment matrix for specific information.

2014-15 Results/Outcomes

Outcome	Results
Outcome 1	Met expectations
Outcome 2	Did not meet expectations
Outcome 3	Met expectations
Outcome 4	Met expectations
Outcome 5	Met expectations
Outcome 6	Met expectations
Outcome 7	Met expectations
Outcome 8	Inconclusive

Comparison between 2014-15 & 2015-16				
2014-15			**2013-14**	
Total # of Outcomes Met	6	**Total # of Outcomes Met**	5
Total # Outcomes Not Met	1	**Total # Outcomes Not Met**	3
Total # Outcomes Inconclusive	1	**Total # Outcomes Inconclusive**	0

2014-15 Conclusions, Recommendations, and Changes Made

Recommendations

- Collaborate with the Office of Institutional Research to develop a nursing specific graduate and employer survey
- Emphasize the importance of the nursing process throughout the curriculum
- Reinforce the use of ATI throughout the curriculum. Nursing faculty will work on developing a plan for better use of remediation.

Changes Made

- As identified in the 2015 ACEN (Accreditation Commission for Education in Nursing) self-study report, the nursing curriculum is transitioning to a Concept Based Curriculum (CBC). The change will take effect in the Fall of 2016.

Program: Associate Degree Nursing (ADN)
Year: 2014-15

Program Outcomes	Link to College SLO's	Measure	Expected Results /Standards	Expectation Met (Yes, No, Inconclusive)	Action
1. Contribute to the ongoing database to identify human needs for clients of all ages	3,6,8	Clinical evaluation tool: NCII: II.A NCV: II.A	90% of 1st year students will score 4 of 5 points in the final 2 weeks on med-surg area in spring semester Result: 91% 95% of 2nd year students will score 4 of 5 points in the final 2 weeks on med-surg area in spring semester Result: 100%	Y Y	Reinforce the importance of assessment throughout the program. Continue to monitor.
2. Utilize the nursing process to meet patient's needs in a caring non-judgmental manner utilizing goal directed critical thinking with scientific rationale	6,7,8	Clinical evaluation tool: NCII: II.B; II.C3; II.D II.E NCV: II.C 1, 2; II.D	90% of 1st year students will score 16 of 20 points in the final 2 weeks on med-surg area in spring semester Result: 86.9% 95% of 2nd year students will score	N N	Continue to emphasize the importance of the nursing process throughout the curriculum. Implement nursing process during

			12 of 15 points in the final 2 weeks on med-surg area in spring semester Result: 91%		debriefing in the simulation experience.
		Evaluation by RN in the assigned clinical facility during the final 5 weeks of the program—Mentor evaluation section A	Average of direct assessment scores will be 4 on a 5 point scale Result: 4.7	Y	Continue to monitor.
		Report from Advisory Committee	90% positive response Result: Unknown	I	Developing a nursing program specific graduate and employer survey that is approved by the MPCC Office of Institutional Research
3. Provide competent, knowledgeable care to patients with health problems utilizing therapeutic communication and patient education.	2,6,7,8	Clinical evaluation tool: NCII: III.A; III.B; III.C	90% of 1st year students will score 12 of 15 points in the final 2 weeks on med-surg area in spring semester Result: 91%	Y	Continue to monitor
		NCV: III.A; III.B	95% of 2nd year students will score 8 of 10 possible points in the final 2 weeks	Y	

			on med-surg area in spring semester Result: 100%		
		Evaluation by RN in the assigned clinical facility during the final 5 weeks of the program—Mentor evaluation section B	Average of direct assessment scores will be 4 on a 5 point scale Result: 4.7	Y	
4. Utilize knowledge gained from the nursing, humanistic, physical and behavioral sciences to provide specialized nursing care to clients.	4,5,6,7,8	Clinical evaluation tool: Math/med NCII: I.E	90% of 1st year students will score 4 of 5 points in the final 2 weeks on med-surg area in spring semester Result: 86.9%	N	Reinforce the use of ATI – Dosage Calculation modules in the tutorial section.
		NCV: I.D 1, 2, 3	95% of 2nd year students will score 12 of 15 possible points in the final 2 weeks on med-surg area in spring semester Result: 87.5%	N	
		Math Exam Grades	90% of 1st year students will have an average math exam	N	Reinforce the use of ATI – Dosage Calculation modules in the tutorial section.

		grade of 85% or higher Result: 82.6%		
		95% of 2nd year student will have an average math exam grade of 90% or higher Result: 59.3%	N	
	Psych-soc NCII: II.A2	90% of 1st year students will score 4 of 5 points in the final 2 weeks on med-surg area in spring semester Result: 91%	Y	Continue to emphasize the psychosocial aspects in every theory unit, and reinforce psychosocial assessment expectations in clinical written assignments.
	NCV: II.A2	95% of 2nd year students will score 4 of 5 points in the final 2 weeks on med-surg area in spring semester Result: 95.7%	Y	
	Correlation of all aspects of care: NCII: IV.B	90% of 1st year students will score 4 of 5 points in the final 2 weeks on med-surg area in	Y	Continue to work individually with students who are struggling with concept maps to make sure they

			spring semester Result: 91%		understand the expectations.
		NCV: IV.C	95% of 2nd year students will score 4 of 5 points in the final 2 weeks on med-surg area in spring semester Result: 100%	Y	
5. Participate in lifelong learning to enhance professional growth	8	Clinical evaluation tool: NCV: VII.C 1; VI.D 5	95% of 2nd year students will score 8 of 10 possible points in the final 2 weeks on med-surg area in spring semester Result: 100%	Y	Continue to encourage the importance of lifelong learning through reading journals related to evidence based practice and importance of continuing education.
		Report from advisory committee	90% positive response Result: Unknown	I	Developing a nursing program specific graduate and employer survey that is approved by the MPCC Office of Institutional Research
6. Functions in beginning management role while planning and	7,8	Clinical evaluation tool: NC V: V.E	95% of 2nd year students will score 5 of 5 possible points in the final 2 weeks	Y	Continue the use of the beginning management practices in Clinical III

providing care for a group of patients.			on med-surg in the spring semester. Result: 100%		and team leading during Clinical V.
		Evaluation by RN in the assigned clinical facility during the final 5 weeks of the program—Mentor evaluation section D	Average of direct assessment scores will be 4 on a 5 point scale Result: 4.6	Y	
		Report from advisory committee	90% positive response Results: Unknown	I	Developing a nursing program specific graduate and employer survey that is approved by the MPCC Office of Institutional Research
7. Demonstrate accountability by functioning within nursing's ethical and legal frameworks	7,8	Clinical evaluation tool: NC II: VII.A; VII.D	90% of 1st year students will score 8 of 10 possible points in the final 2 weeks on med-surg area in spring semester Result: 95.7%	Y	Continue to monitor
		NC V: VI.C; VII.A ; VII.B	95% of 2nd year students will score 12 of 15 possible points in the final 2	Y	

			weeks on med surg area in spring semester Result:100%		
		Evaluation by RN in the assigned clinical facility during the final 5 weeks of the program—Mentor evaluation section C	Average of direct assessment scores will be 4 on a 5 point scale Result: 4.7	Y	
8. Prepare to pass the licensing exam (NCLEX-RN)	8	ATI Comprehensive Predictor	> 90% will score 69.3% or higher (90% chance of passing NCLEX on first attempt Result: 70.4%	N	Reinforce the use of ATI throughout the curriculum. Nursing faculty will work on developing a plan for better use of remediation.
		NCLEX-RN results	> 85% pass on first attempt	Inconclusive as of 08/06/2015	Continue to monitor

Mid-Plains Community College
Assessment Report: Narrative Summary

<div align="right">

Academic Year:
2014-15

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Courses: CRIMN 1010 Intro. to Criminal Justice and SOCI 1530 Intro to Sociology
Division: Humanities, Human Services, and Social Sciences

Introduction
In 2014-15 as part of the Nebraska Transfer Initiative (NTI) (link), CRIM 1010 and SOCI 1530's course descriptions and outcomes were aligned to ensure transferability to Nebraska colleges and universities. Assessment efforts focused on collecting and analyzing course assessment data based on the current course outcomes and establishing measurements and setting expectations for the revised NTI course outcomes.

Course Descriptions
- *CRIM 1010 Introduction to Criminal Justice* provides an overview of the history, development, and philosophies of crime control within a democratic society.
- *SOCI 1530 Introduction to Sociology* is an analysis of society including the development of the social system, group formations and types of social organizations, and the basic elements affecting these classifications.

2013-14 Summary of Recommendations
- Not applicable. 2014-15 is the first year CRIM 1010 and SOCI 1530 faculty formally documented course level assessment.

2014-15 Assessment Methods & Procedures and Results/Outcomes
- See CRIM 1010 and SOCI 1530 course matrices.

2014-15 Conclusions, Recommendations, and Changes Made
Recommendations
- Ensure NTI are outcomes are included in course syllabi.
- Document measurements in more detail. Current measurements are general. For example, several course outcomes list "Chapter 9-11 assignments, quizzes, discussion boards" as measurements.
- Refine expectations to reflect outcome content instead of overall pass rates
- As measurements and expectations are refined, shift focus to documenting and using assessment data.

Division: CRIM **Date Submitted**: 5/5/15 Allen Settles
Course/Subject Area: CRIM 1010 Introduction to Criminal Justice

	Objectives	Link to College SLO's	Measure & Methodology *(who, what, when & why)*	Expected Results/Standards (*What students should have learned*)	Expectation Met (Y or N)	Analysis	Action
1	Identify the basic components of justice processes	1,7,8,9	Retention/graduation Ch. 1 assignment. Quiz and discussion board	75% of students will pass finish class with a C or better	Y		
2	Recognize the major sources of crime data, and their uses and limitations	1,6,7,8	Retention/graduation Ch. 2 assignment, quiz and discussion board	75% of students will pass finish class with a C or better	Y		
3	Examine the historical evolution of the role of policing in a modern society	1,2,4	Retention/graduation Ch. 4, 5, & 6 assignments, quizzes, and discussion boards	75% of students will pass finish class with a C or better	Y		
4	Examine criminal court systems and adversarial concepts	1,2,7,8	Retention/graduation Ch. 7, 8, 9, and 10 assignments, quizzes,	75% of students will pass finish class with a C or better	Y		

			and discussion boards				
5	Examine correctional systems and the purposes of punishment	1,2,6,7,8	Retention/graduation Ch. 11, 12, 13 assignments, quizzes, and discussion boards	75% of students will pass finish class with a C or better	Y		
6	Define the basic differences between juvenile and adult systems	7,8	Retention/graduation Ch. 14 assignment, quiz, and discussion board	75% of students will pass finish class with a C or better	Y		
7	Identify emerging and international forms of justice	1,2,4,7	Retention/graduation Ch. 14 assignment, quiz, and discussion board	75% of students will pass finish class with a C or better	Y		

Division: SOCI   **Date Submitted**: 5/5/15   Allen Settles

Course/Subject Area: SOCI 1530 Introduction to Sociology

	Objectives	Link to College SLO's	Measure & Methodology *(who, what, when & why)*	Expected Results/Standards (*What students should have learned*)	Expectation Met (Y or N)	Analysis	Action
1	Develop an accurate picture of U.S. society	3,7, 8	Retention/ Graduation Ch. 1 – 16 assignments, quizzes, discussion boards	75% of students will pass class with a C or better	Y		
2	Learn and be able to apply the major theories and concepts of sociology.	3, 7, 8	Retention/ Graduation Ch. 1 – 16 assignments, quizzes, discussion boards	75% of students will pass class with a C or better	Y		
3	Develop an understanding of your socialization experiences and the effect socialization has on views and attitudes.	1,3, 7, 8	Retention/ Graduation Ch. 3 assignment, quiz, discussion board	75% of students will pass class with a C or better	Y		

4	Understand the effect social structure and society has on individual behavior.	3, 8	Retention/ Graduation Ch. 2, 3, 4, & 5 assignments, quizzes, and discussion boards	75% of students will pass class with a C or better	Y		
5	Develop a critical understanding of society.	3, 8	Retention/ Graduation Ch. 1 – 16 assignments, quizzes, discussion boards	75% of students will pass class with a C or better	Y		
6	Develop an understanding of people and groups that are different from you.	3, 4, 7, 8	Retention/ Graduation Ch. 6, 7, 8, 9, 10, 11, 12, 13 assignment, quizzes, discussion boards	75% of students will pass class with a C or better	Y		
7							

Introduction
In 2013-14, ECE assessment focused on ECE program outcomes as listed in MPCC's college catalog and standards set by current ECE faculty.

2013-14 Summary of Recommendations

# of Standards Included on Matrix	# of Standards Formally Assessed	# of Standards Met (out of those assessed)	# of Standards Not Met
7	4	2	2

Specific recommended changes include:
- Shifting the timing of specific class projects, such as the advocacy project
- Making sure students involved in class observations at distance education sites receive personal attention from faculty or local childcare professionals
- Continued discussion and evaluation of developmental stages of children from birth to age eight.

2014-15 Results

# of Standards Included on Matrix	# of Standards Formally Assessed	# of Standards Met (out of those assessed)	# of Standards Not Met
3	3	0	3

2014-15 Assessment Methods & Procedures
- Test average from infant -toddler, child and appropriate tests from Human Development
- Essay question responses in all courses
- Advocacy project in Introduction to Early Childhood Education

2014-15 Conclusions, Recommendations, and Changes Made
Conclusions/Recommendations
- Continue focusing on development in all courses.
- Improve the preparation for students to complete essay responses. Responses from this year seemed to focus on verbatim note recall, we are looking for complete thoughts and application across program. Include rubric on all essay questions where family discussion is appropriate
- Develop a strategy to enable students to complete this two part assignment. Possibly partner them together to encourage confidence.

Changes Made
*Waiting for update from Tyler and Loretta

Mid Plains Community College
2014-15 Early Childhood Education Assessment

Standard 1 – Promoting Child Development and Learning				
	Measure	Expectation	Results	Action
1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.	Test average from Infant -toddler, Child and appropriate tests from Human Development	75%	83%	Continue focusing on development in all courses.

Standard 2 Building Family and Community Relationships				
	Measure	Expectation	Results	Action
2c: Involving families and communities in young children's development and learning	Essay question responses in all courses	3/5 average	2/5	Improve the preparation for students to complete essay responses. Responses from this year seemed to focus on verbatim note recall, we are looking for complete thoughts and application across program. Include rubric on all essay questions where family discussion is appropriate

STANDARD 6. BECOMING A PROFESSIONAL				
6e: Engaging in informed advocacy for young children and the early childhood profession	Advocacy project in Introduction to Early Childhood Education	70%	40% completion rate makes data hard to evaluate accurately	Develop a strategy to enable students to complete this two part assignment. Possibly partner them together to encourage confidence.

Mid-Plains Community College
Assessment Report: Narrative Summary

Course: ENGL 1010 Expository Writing I
Division: Humanities, Human Services, and Social Sciences

Introduction
In the Fall of 2008, English faculty initiated a research essay assessment project for all sections of ENGL 1010 Expository Writing I. All ENGL 1010 faculty select, depending on class size, a representative group of students and evaluate the essay using a departmental approved 32 point rubric. In Spring 2013, a narrative component was added to give faculty the opportunity provide feedback about how they improve learning in response to assessment practices.

2013-14 Summary of Recommendations
Research Essay and Rubric

Fall 2013 Research Essay and Rubric	
Total number of scored essays	234
Total number of essays scored > 16 points:	211
Percentage of essays scored > 16 points	90%
Total number of essays scored< 16 points:	23
Percentage of essays scored < 16 points	9%
Number of faculty who did not participate	1
Number of essays not submitted	14

Note: *16 point benchmark on a 32-point score system is somewhat analogous to a 4.0 scale, where the benchmark for satisfactory work would be 2.0. It is* **not** *analogous to a 50% on a percentile grading scheme*

Narrative Feedback
- Students still struggle with sentence structure (sentence fragments, run-on sentences.
- MLA documentation (parenthetical citations and works cited page) is a difficult concept for students to understand and equally as difficult to teach. To help students through the documentation process, one faculty member took a different approach when teaching MLA documentation
- Participation from faculty in McCook and North Platte has been at or near 100%, but participation from adjunct and concurrent faculty has not been as robust. The assessment coordinator will work with the full-time English faculty to ensure all faculty (full time, adjunct, and concurrent) participate.

2014-15 Assessment Methods & Procedures
Research Essay and Rubric
Each faculty member will identify a representative sample group of students:
- Faculty who teach multiple sections select the largest section as their representative group
- Faculty who teach multiple sections with fewer than 15 students randomly select students from each section until 15 students have been identified
- Faculty who teach fewer than 15 students total in all sections use all students as their sample group
- Essays are evaluated by instructors based on a departmental approved rubric. Along with a summary sheet of tabulated scores, the essays and corresponding rubrics are returned to the ENGL 1010 project coordinator.

Narrative Feedback: All faculty who taught ENGL 1010 during the 2014-15 academic year were asked to answer the following questions:

1. Identify a time when you assessed learning in the past year. This can be a formal assessment, such as a rubric or a quiz, or it can be an informal assessment, such as asking a question in class or just noticing student(s) struggling.
2. Explain the problem you discovered through this assessment. Is there something that just wasn't "clicking" for your students? Was there some kind of knowledge or skill gap?
3. Describe your strategy for changing and improving your instruction in response to this assessed need.
4. Describe the outcome. How did your new strategy improve student learning?

New Fall 2014: Measurements Table

In Fall 2014, a measurements table based on ENGL 1010course outcomes was developed. Using a Google form, faculty submitted how they individually asses ENGL 1010 course outcomes. A copy of the table is included with this report.

2014-15 Results/Outcomes
Research Essay

For the past five years, ENGL 1010 students are exceeding the 75% benchmark set by English faculty.

Fall 2014 Research Essay and Rubric	
Total number of scored essays	190
Total number of essays scored > 16 points:	165
Percentage of essays scored > 16 points	86.8%
Total number of essays scored< 16 points:	25
Percentage of essays scored < 16 points	6%
Number of faculty who did not participate	0
Number of essays not submitted	0

ENGL 1010 Research Essay Comparison 2010-2014	
Year	Results
2010	90.1% scored at least 16 points
2011	86.6% scored at least 16 points
2012	87.1% scored at least 16 points
2013	90.1% scored at least 16 points
2014	86.8% scored at least 16 points

*Note: 16 point benchmark on a 32-point score system is somewhat analogous to a 4.0 scale, where the benchmark for satisfactory work would be 2.0. It is **not** analogous to a 50% on a percentile grading scheme*

Narrative Component
General findings

- While evaluating essays using the rubric we used first semester I have found my students have two areas they find difficult. The first area is grammar and mechanical issues. This can range from the use of punctuation to pronouns and antecedents. I went to outside sources to accommodate the students. There was some improvement, but not as much as I would have liked. The second issue was with documentation. I used lecture and video to try and improve the issue. With schools in four locations it is sometimes difficult to check on student's progress unless they are willing to share. We were still having difficulty at the end of the semester.
- One of the elements that some students were struggling with was a lack of grammar instruction, particularly with punctuation elements. This could be seen through the written work they were submitting, and they noted they would like more reminders and refreshers to improve on punctuation and to continue learning more diverse ways to incorporate punctuation. For the final in a lower level course, I incorporated a Grammar Test Checklist, requiring students to incorporate a variety of punctuation elements that we had gone over and discussed. The checklist denotes simply how many times they completed the punctuation mark correctly and how many times it was used incorrectly. This provided me with a great visual of how students were doing with the punctuation, so next semester, I plan to incorporate this checklist in the beginning with the first assignment so that students will be able to easily see how they are doing (a pre-assessment) and know what areas they need to work on. This should provide us with a

clear idea of which elements they need to work on, and we can focus on those specifically. Throughout the course, we will be able to see their writing in essays and how it improves. In addition, later, we will do a post-assessment so students will be able to see how they have improved in that area.

- My Assessment involved students correctly building a works cited page for any essay, as well as the research paper. I have found that students dread this part of the process. Many years ago, I began completing this part of the process early on, so that it was not left to the end, when it is harder to encourage them to do this correctly. As soon as the sources are found my students complete their works cited page and hand it in for a grade. This works quite well. However, my problem now is requiring them to utilize this site: owl.english.purdue.edu. This seems to be hard for them, even after I have walked them through the site and how to use it. I have decided that from now on we will be utilizing this with every essay we write. For each essay as well as the research paper they will have to correctly quote, paraphrase, cite the material, and build a works cited page. Requiring them to utilize the site before beginning the research paper will allow them to become more comfortable with the site. This has been and still is a work in progress

- My students struggle with writing good thesis statements that encompass what the essays include and show what the purpose of the paper is. We read essays and search for and discuss the thesis statements, but professionals often don't have clearly state thesis statements for us to find and emulate. So I started doing "pretend" essay steps in class: pretend we are writing an essay about why everyone should buy a blue dog, or something equally silly. Removing the heavy structure of truth makes it easier to just examine the process. So after we list reasons on the board, we work together to compose a decent thesis statement and then refine it. My students are far from experts, but some of them came to realize the difference in the type of essay required a different type of thesis statement, a big step for us!

- This spring, I had a 1010 night class that met once per week. I had one student in that class who became extremely frustrated and agitated one evening. He wasn't working on gathering sources for the research project, he was just sitting and passively resisting. I asked this student to remain in the library (where the research was being conducted) to speak with me for a few moments after class. I asked why he wasn't gathering sources and beginning his works cited page in MLA format, and he lost it. Near tears, he told me he was a bad writer and from a small town and that he had never done anything like this before. I had a long talk with this student, emphasizing his strengths and what he brought to the table. I was finally able to get this student to relax enough to trust that I would help him through the research process. I broke the assignment into even smaller chunks than I did for the other student. Differentiation was necessary in this instance, and ultimately, this student was successful at each stage of the research and writing process. He was proud of himself and he was surprised he had completed the class effectively.

- While reading early drafts of research papers, I noticed that some students were not integrating their direct quotations well; in addition, some quotations were incorrectly punctuated. To remedy this, I copy/pasted some of the issues into PearDeck slides. Then I used direct instruction to show students 1) how to introduce a quotation and use tags with quotations, and 2) how to correctly punctuate quotations. Following this, we practiced revising some problem quotations from rough drafts together as a class. Finally, students returned to their own drafts and revised their direct quotations. Because of this intervention, direct quotations in the final drafts improved in how they were integrated and punctuated. Plus, students who already knew how to use tags for direct quotations enhanced their quotations by integrating them better into sentences.

- Critical thought is one of the biggest challenges we face in education today, and I have developed multiple strategies to promote self-directed conclusions through the processes of inquiry and vocabulary. This fall semester was my first opportunity for offering dual credit ENGL

1010 to our seniors. We had no problems when the assignments were at the thinking skill level requiring students to demonstrate knowledge from reading or lecture notes. The challenge began when it was time to develop topics and analyze them for multiple levels of understanding from multiple perspectives. I proceeded to present slides I created to demonstrate how people and groups from various socio-economic, gender, or racial backgrounds would view the same topic, leading to a final open-forum discussion in which all students participated and offered deeper analysis of topics. Further, we complemented student's topic analysis with historical references. Going back to topic generation and brainstorming became far more fruitful once students understood the multifaceted points of view and how they link to deeper understanding of issues facing contemporary society.

2014-15 Conclusions, Recommendations, and Changes Made
- Continue the ENGL 1010 essay project with the addition of the 2nd semester narrative
- Expand the ENGL 1010 model to assess ENGL 1020, Expiatory Writing II.

ENGL 1010 Measurement Table								
Outcome #1	**Outcome #2**	**Outcome #3**	**Outcome #4**	**Outcome #5**	**Outcome #6**	**Outcome #7**	**Outcome #8**	**Outcomes 9 & 10**
Apply principles of writing as a process	**Construct effective thesis statements.**	**Write unified and well-supported essays with coherent paragraphs.**	**Adapt writing to engage different audiences.**	**Implement context-appropriate rhetorical methods. 6. Evaluate student, peer, and professional writing.**	**Evaluate student, peer, and professional writing**	**Revise essays for content, structure, tone, voice and diction.**	**Edit the draft carefully to eliminate errors in grammar, usage, and mechanics.**	**Edit the draft carefully to eliminate errors in grammar, usage, and mechanics & Utilize a recognized formatting and citation style to ethically incorporate source material**
All six of the essays are graded on a proper thesis for different writing and audience. I use the same rubric that we use for the research paper. Also, one of the grades for the research paper is the introduction and thesis. Again this is graded according to the assignment and audience.	Their prewriting, rough draft, and final draft are all checked. The prewriting and rough draft are not graded, but I do check to see if they have completed the process and have done so correctly. The final draft is graded using the same rubric we use for the research paper.	Same as outcome #2.	Same as outcome #2.	This is done as we read the sample essays before they begin each assignment. The students peer edit the rough drafts before the final draft is polished and completed. I am circulating from group to group as this is done. Many teachable moments arise during this stage.	I look at the process from rough draft to editing and revising to the finished product of the final draft. I just look to see if they understand how to revise and whether or not they do so.	Same as outcome #6.	This is done during the persuasive paper and especially the research paper. I see every paper during each class period to see how the process is going. Then I use the rubric for the final draft.	Same as outcome #8. We do the Works Cited as soon as they are finished finding sources. The works cited is handed in and I edit accordingly. We spend at least 2 days going over the Owl.purdue site.
Used a rubric to evaluate thesis statement in persuasive letter assignment and in two informative paper assignments. Also did an in-class group activity where students developed thesis statements/outlines for hypothetical paper topics.	Assessed four major paper assignments. Also did several in-class activities on constructing individual paragraphs.	One assignment requires students to write a letter to real person and adjust their tone for that individual. Another assignment required students to select a particular magazine and write in a tone appropriate for that magazine audience. Use a rubric to evaluate appropriate tone and audience awareness.	Used a variety of genres, including narrative, persuasive, and informative.	Conducted four formal in-class peer workshop settings. Some in-class assignment required students to analyze professional magazine writing.	Each essay required a formally submitted draft. Each draft was revised prior to final paper submission. Final paper evaluation included an item on the rubric addressing these elements.	Each essay required a formally submitted draft. Each draft was revised prior to final paper submission. Students received individualized feedback on which mechanical problems they needed to work on. Final paper evaluation included an item on the rubric addressing these elements.	One paper assignment required students to retrieve, incorporate, and cite outside source information. The final paper was evaluated with a rubric that addressed these research aspects.	Students studied MLA formatting and were evaluated for their use of MLA formatting with the rubric for the final research paper.
Graded practice thesis generator.	Graded assignment essays.	Assigned readings and forums.	Writing Across the Debate Forums.	Writing Across the Debate Paper.	Revision Assignment.	Revision and Reflection assignment	assigned essay with quote incorporation	assigned essay with citation requirement

ENGL 1010 Measurement Table								
Outcome #1	Outcome #2	Outcome #3	Outcome #4	Outcome #5	Outcome #6	Outcome #7	Outcome #8	Outcomes 9 & 10
I used observation as the students completed their thesis statements in class. The students took part in a mini thesis-writing workshop where they exchanged thesis statements and commented on each other's work. I gave the students a rubric for each essay they completed and measured the quality of their final thesis statements using this rubric.	The students were required to read a variety of essays and then respond in paragraph form in a discussion board. I graded these paragraphs according to a rubric. The students were also required to respond to other students' paragraphs and these responses were graded with the rubric as well.	Students wrote essays in a variety of contexts and were required to write for a variety of audiences, depending on the style of the essay. Again, the essays were scored using a rubric.	Students received instruction in rhetoric, including logos, pathos and ethos. The students were then required to write a persuasive essay, taking into account these three elements of Greek logic / rhetoric. They were graded using a rubric after extensive revision on the part of the student.	Students were required to evaluate the writing done by their peers using peer review workshops. The students were also constantly evaluating the writing found in the essays they read in their text. The students used rubrics to evaluate the writing.	I looked closely at the evolution that took place from one draft to the next to the final. Students exhibited improvement in their writing and those who improved the most throughout the semester were commended.	One major component of the rubric that I used to score the students' research papers was the section on editing and proofreading. The students were well aware of this fact.	Students wrote one major research paper in which they used MLA in-text citations as well as a works cited page. This was scored using a rubric.	I taught MLA to the students and they were fairly successful in their research endeavors. I used a rubric several times before the works cited pages started to take shape.

Mid-Plains Community College
Assessment Report: Narrative Summary

Division: Math and Science
Course: BIOS 1010 General Biology

Introduction
In 2005, science faculty initiated a course-based assessment process for BIOS 1010 General Biology. The reporting format was standardized in 2013.

2013-14 Summary of Recommendations
- Students showed marked improvement in identifying question, hypothesis, independent variable and conclusion. The extra work on the book web access and lab review is helping.
- Added work with website graph analysis.   Students still lack detail work in lab writing.
- Assigned work showed improvement.   The biggest hurdle is with the new books and websites produced by publishing companies.
- On reviewing - students with initial middle scores improved the most, student with initial good scores or poor scores stayed close to the beginning test score.

2014-15 Results/Outcomes
- Instructor absence and Spring Break made it difficult for students to follow through on their research
- On reviewing - students with initial middle scores improved the most, student with initial good scores or poor scores stayed close to the beginning test score.
- Students improved an average of 21.2% on pre and post test scores.

2014-15 Assessment Methods & Procedures
- Capstone laboratory
- Applied content assignments
- Faculty developed pre and post tests

2014-15 Conclusions, Recommendations, and Changes Made
- Textbook website enhancement work was beneficial to students
- Continue to work on connecting one topic to the next and using labs as reinforcement activities

Assessment Matrix - MPCC BIOS - North Platte   BIOS 1010/1011   Fall 2015

Objectives	Measure	Expected/Results	Analysis	Action for Spring 2015	Outcome Fall 2015
Students apply the scientific method to solve a written problem   Mid-term review

Not given in the Fall | Students are given a short review of research in a biological discipline. Students are asked to identify the – Background research, Question, Hypothesis, Independent - Dependent, and Control variables, type of data, and the Conclusion | | | | |
| Students successfully apply the scientific method in laboratory activities | Capstone laboratory activity assessed using a detailed rubric (attached) | Cellular respiration **Expected 35/40 pts** 51 students range from 25 points - 39points average = 32.6% | Long term data collection 2 times/day for 4 days. Transferring data to graph. Formal report writing | Students will use the book resource site for additional graphing work. Review formal reporting in greater detail. | Interesting that in spring of 14 with a smaller class size that the average was still 32.6% |
| Foster critical thinking skills in examining biology-related information | Students are presented with and must interpret a graph, chart, or other biological information | Textbook websites – students were given 6 required assignments involving interpretation and 5 bonus opportunities worth 5 straight grade points on their averageof the same to review current issues | . Only 17 out of 51 students took advantage of the bonus - some signed in but did neither bonus nor assigned work – some only the assigned work. | It appears that in order to encourage critical thinking – current issue topics will have to be assigned. | Assigned work showed improvement. The biggest hurdle is with the new books and websites produced by publishing companies. |
| Demonstrate scientific knowledge through the use of a pre/post test over material covered in the corresponding course. | Faculty developed Pre/Post Test   Students are given the same test on the first and last day of class. 51 students took both test and re/test. 10 students started late or dropped the class. Incentive is that the retest will be assigned as bonus points on the final.   Some students chose not to participate or had dropped the course by the final. | **August.   Average 21 or 43.3% December. Average 30.6 or 62.4%**

Goal: 10% overall improvement | Students improved an average of 21.1%.   The goal was attained.   The range of improvement from 4 - 42 %. | Continue to work on 'connecting' one topic to the next and labs as reinforcement tools. We worked hard on connections and plan to do it in the fall 2014. | On reviewing - students with initial middle scores improved the most, student with initial good scores or poor scores stayed close to the beginning test score. |

Title of Report __**Capstone Rubric**_____Research Team: _____

	Not aware 1	Recognizes 2	Accomplished 3	Exemplary 4	Outstanding 5	Score
Research Question	Does not relate to investigation	observation or research background summarized	Includes facts observed about the experimental materials	Research question based on ideas from summary	Critical thinking reflected in the question format	
Hypothesis	Does not relate to research question	Statement Relates to the observation	Identifies both the independent and dependent variable	Identifies both the independent and dependent variable stating prediction	All variables identified – statement given as If - than	
Experimental Design	Does not include any steps	Addresses an experimental procedure but does not have steps in order	Lists steps in a recipe type order – replicable directions	Lists material needed and step design	Shows material, step order and the sign in sheet with 2 per day observations -	
Data & Graph	Missing data table and graph	Misses either the data table or the graph	Data Table records accurate and complete information	Graph shows data transferred to number form	Data table and graph neatly completed and accurate to results acquired.	
Conclusion* REE PE PA	Not present	States whether hypothesis is supported or false	States whether the hypothesis is supported and states REE	Hypothesis statement REE detailed and PE stated	All parts of the Scientific Method are complete including the REE, PE and PA.	
Grammar & Spelling	Very frequent grammar and/or spelling errors.	More than 8 errors	4 - 7 errors	Less than 3 errors	All grammar and spelling are correct.	
Presented for Peer Review	Not typed	Format follows the scientific method order	Data and graph are inserted correctly	Includes a front title page	Formal design. Data and Graphs are placed correctly. Rubric attached	
Timeliness	Report never turned in or 3 classes late	Reported handed in late – extension requested	Report handed in 2 periods late	Report handed in 1 period late	Report handed in on time.	

*REE = results, evidence, explanation   PE   = possible errors   PA = possible applications

Assessment Matrix - MPCC BIOS - North Platte   BIOS 1010/1011   Spring 2015

Objectives	*Measure*	*Expected/Results*	*Analysis*	*Action for Fall 2015*	*Outcome Spring 2015*
Students successfully apply the scientific method in laboratory activities	**Capstone laboratory** Cellular Respiration activity assessed using a detailed rubric and long term data collection.	Cellular respiration **Expected 35/40 pts** 27 students range from 13 points - 39points average = 31.89%	Long term data collection 2 times/day for 4 days. Transferring data to graph. Formal report writing	Students will continue to use the book resource site for additional graphing work. Review formal reporting in greater detail.	Spring Break and teacher absence made it difficult for students to follow through with their research.
Foster critical thinking skills in examining biology-related information	Students were assigned 13 applied content assignments from Pearson 7e Concepts	Students will average an 80% on all assignments. Class 8AM – scored 80% Class 11AM – scored 74%	Assignment questions were selected to promote critical thinking. This is the second semester using the book for selected material. Students were more comfortable with the format.	Continue assigning book website enhancement work.	In the fall this was assigned as bonus. It was apparent that students who really needed the work had to have it assigned.
Demonstrate scientific knowledge through the use of a pre/post test over material covered in the corresponding course. The test consists of 50 multiple choice questions reviewing material presented during the semester.	Faculty developed Pre/Post Test Students are given the same test on the first and last day of class. 26 students took both test and re/test. 10 students started late or dropped the class. The retest incentive on final day comes as students are told that the points improved over day one will be bonus in the test category.	**January Score - Average 22.7 points or 45.4% May Score - Average 33.6 points or 66.6%** **Goal: 10% overall improvement**	Students improved an average of 21.2%. The goal was attained. The range of improvement 2 - 36 %.	Continue to work on 'connecting' one topic to the next and using labs as reinforcement tools. We worked hard on connections and plan to do it in the fall 2015	On reviewing - students with initial middle scores improved the most, student with initial good scores or poor scores stayed close to the beginning test score.

Title of Report __**Capstone Rubric**_____Research Team: _____

	Not aware 1	Recognizes 2	Accomplished 3	Exemplary 4	Outstanding 5	Score
Research Question	Does not relate to investigation	observation or research background summarized	Includes facts observed about the experimental materials	Research question based on ideas from summary	Critical thinking reflected in the question format	
Hypothesis	Does not relate to research question	Statement Relates to the observation	Identifies both the independent and dependent variable	Identifies both the independent and dependent variable stating prediction	All variables identified – statement given as If - than	
Experimental Design	Does not include any steps	Addresses an experimental procedure but does not have steps in order	Lists steps in a recipe type order – replicable directions	Lists material needed and step design	Shows material, step order and the sign in sheet with 2 per day observations -	
Data & Graph	Missing data table and graph	Misses either the data table or the graph	Data Table records accurate and complete information	Graph shows data transferred to number form	Data table and graph neatly completed and accurate to results acquired.	
Conclusion* REE PE PA	Not present	States whether hypothesis is supported or false	States whether the hypothesis is supported and states REE	Hypothesis statement REE detailed and PE stated	All parts of the Scientific Method are complete including the REE, PE and PA.	
Grammar & Spelling	Very frequent grammar and/or spelling errors.	More than 8 errors	4 - 7 errors	Less than 3 errors	All grammar and spelling are correct.	
Presented for Peer Review	Not typed	Format follows the scientific method order	Data and graph are inserted correctly	Includes a front title page	Formal design. Data and Graphs are placed correctly. Rubric attached	
Timeliness	Report never turned in or 3 classes late	Reported handed in late – extension requested	Report handed in 2 periods late	Report handed in 1 period late	Report handed in on time.	

*REE = results, evidence, explanation   PE   = possible errors   PA = possible applications

Mid-Plains Community College
Assessment Report: Narrative Summary

Academic Year:
2014-15

Subject Area: Chemistry
Division: Math and Science

Introduction
In the Fall of 2013, chemistry faculty in North Platte initiated a course-based assessment schedule for three CHEM courses.
Fall Semester:
- CHEM 1050 Survey of Chemistry
- CHEM 1090 General Chemistry I
- CHEM 2410 Organic Chemistry I

Spring Semester:
- CHEM 1050 Survey of Chemistry
- CHEM 1100 General Chemistry II
- CHEM 2420 Organic Chemistry II

2013-14 Summary of Recommendations
- **Result/Outcomes:** For all three classes assessed, students are meeting expectations. Some outcomes, such as identifying chemical compounds by name, understanding of chemistry equilibrium, and understanding of stoichiometry, require additional one-on-one time with students to help them fully understand the concepts.
- **Conclusions/Recommendations:** Students are currently meeting faculty expectation for all course outcomes. Faculty will continue to be provide one-on-one help for students who are struggling with specific concepts.

2014-15 Results/Outcomes
Overall, students met expectations. For the few students who didn't meet expectations, poor attendance was a significant factor.

2014-15 Assessment Methods & Procedures
- Lab experiments including faculty evaluation of how teams worked together
- Homework
- Exams

2014-15 Conclusions, Recommendations, and Changes Made
- Because students have consistently met expectations for the past two years, faculty will review and most likely raise expectations for 2015-16.
- For 2015-16, chemistry faculty in McCook and North Platte are documenting how they assess labs. Common elements that will be assessed include safety, student demonstrating use of the scientific method when assessing labs, and proper use and measurement while using lab instruments such as Bunsen burners, burets, and graduated cylinders.

LEARNING OBJECTIVES/OUTCOMES DATA

(Survey of Chemistry I) – (CHEM 1050) - (Fall - 2014)					
Objectives/Outcomes	*Measure*	*Expectation/Result*	*Analysis*	*Action*	*Outcome*
The student will successfully demonstrate an understanding of stoichiometry	Lab experiments that involve concepts of limiting reagent, %yield, theoretical yield, and concepts relating to balanced chemical equations. Homework that involve concepts of limiting reagent, %yield, theoretical yield, and concepts relating to balanced chemical equations. Tests that involve concepts of limiting reagent, %yield, theoretical yield, and concepts relating to balanced chemical equations.	All students will be able to complete lab experiments on their own or in a group with a grade of 90% or higher All students will be able to complete HW assignments without requiring "severe" help. ("Severe" being defined as requiring 30 minutes or more help from instructor outside of class.) All students pass the exam with a grade of "60 %" or higher, with 80% of the student receiving a grade of "70%" or higher.	All students completed labs in a group with a 90% or higher. Very few students (less than 4) required additional help from instructor. All students were able to complete homework without needing "severe" help. 2 students were unable to pass 1 exam each with a 60% or higher. These students were talked with about their study habits and did show improvement.	No action required No action required Action taken about study habits.	
The student will be able to identify a compound by chemical name, and give a correct chemical formula given the chemical name.	Lab experiments that involve naming compounds. Homework that involves naming compounds. Tests that involve naming compounds.	All students will be able to complete lab experiments on their own or in a group with a grade of 90% or higher All students will be able to complete HW assignments without requiring "severe" help. ("Severe" being defined	All students completed labs in a group with a 90% or higher. Very few students (less than 4) required additional help from instructor. All students were able to complete homework without needing "severe" help.	No action required No action required	

		as requiring 30 minutes or more help from instructor outside of class.)			
		All students pass the exam with a grade of "60 %" or higher, with 80% of the student receiving a grade of "70%" or higher.	All students met expectations.	No action required	
The student will demonstrate an understanding of molecular geometry and hybridization of orbitals.	Lab experiments that involve concepts of Lewis structures. Homework that involve concepts of Lewis structures. Tests that involve concepts of Lewis structures.	All students will be able to complete lab experiments on their own or in a group with a grade of 90% or higher All students will be able to complete HW assignments without requiring "severe" help. ("Severe" being defined as requiring 30 minutes or more help from instructor outside of class.) All students pass the exam with a grade of "60 %" or higher, with 80% of the student receiving a grade of "70%" or higher.	All students completed labs in a group with a 90% or higher. Very few students (less than 4) required additional help from instructor. All students were able to complete homework without needing "severe" help. All students met expectations.	No action required No action required No action required	
The student will demonstrate an understanding of quantum mechanics and how it relates to an	Lab experiments that involve electron configuration/quantum mechanics.	All students will be able to complete lab experiments on their own or in a group with a grade of 90% or higher	All students completed labs in a group with a 90% or higher. Very few students (less than 4) required additional	No action required	

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| elements electron configuration. | Homework that involves electron configuration/quantum mechanics.

Tests that involve electron configuration/quantum mechanics. | All students will be able to complete HW assignments without requiring "severe" help. ("Severe" being defined as requiring 30 minutes or more help from instructor outside of class.) | help from instructor.

All students were able to complete homework without needing "severe" help. | No action required | |
| | | All students pass the exam with a grade of "60 %" or higher, with 80% of the student receiving a grade of "70%" or higher. | All students met expectations. | No action required | |

LEARNING OBJECTIVES/OUTCOMES DATA

(Survey of Chemistry I) – (CHEM 1050) - (Spring - 2015)					
Objectives/Outcomes	*Measure*	*Expectation/Result*	*Analysis*	*Action*	*Outcome*
The student will successfully demonstrate an understanding of stoichiometry	Lab experiments that involve concepts of limiting reagent, %yield, theoretical yield, and concepts relating to balanced chemical equations. Homework that involve concepts of limiting reagent, %yield, theoretical yield, and concepts relating to balanced chemical equations. Tests that involve concepts of limiting reagent, %yield, theoretical yield, and concepts relating to balanced chemical equations.	All students will be able to complete lab experiments on their own or in a group with a grade of 90% or higher All students will be able to complete HW assignments without requiring "severe" help. ("Severe" being defined as requiring 30 minutes or more help from instructor outside of class.) All students pass the exam with a grade of "60 %" or higher, with 80% of the student receiving a grade of "70%" or higher.	All students completed labs in a group with a 90% or higher. No students required additional help from instructor. All students were able to complete homework without needing "severe" help. 1 student scored lower than 70% on all exams but one. He did score exactly a 70% on the one exam. This student had a poor attendance record, which I believe to be the cause.	This is the 3rd time that students have met expectations. I believe the expectations need to be raised. I will raise all expectations starting in the Fall 2015 semester.	
The student will be able to identify a compound by chemical name, and give a correct chemical formula given the chemical name.	Lab experiments that involve naming compounds. Homework that involves naming compounds. Tests that involve naming compounds.	All students will be able to complete lab experiments on their own or in a group with a grade of 90% or higher All students will be able to complete HW assignments without requiring "severe" help. ("Severe" being defined	All students completed labs in a group with a 90% or higher. Very few students (less than 4) required additional help from instructor. All students were able to complete homework without needing "severe" help.	This is the 3rd time that students have met expectations. I believe the expectations need to be raised. I will raise all expectations starting in the Fall 2015 semester.	

		as requiring 30 minutes or more help from instructor outside of class.)			
		All students pass the exam with a grade of "60 %" or higher, with 80% of the student receiving a grade of "70%" or higher.	1 student scored lower than 70% on all exams but one. He did score exactly a 70% on the one exam. This student had a poor attendance record, which I believe to be the cause.		
The student will demonstrate an understanding of molecular geometry and hybridization of orbitals.	Lab experiments that involve concepts of Lewis structures. Homework that involve concepts of Lewis structures. Tests that involve concepts of Lewis structures.	All students will be able to complete lab experiments on their own or in a group with a grade of 90% or higher All students will be able to complete HW assignments without requiring "severe" help. ("Severe" being defined as requiring 30 minutes or more help from instructor outside of class.) All students pass the exam with a grade of "60 %" or higher, with 80% of the student receiving a grade of "70%" or higher.	All students completed labs in a group with a 90% or higher. Very few students (less than 4) required additional help from instructor. All students were able to complete homework without needing "severe" help. 1 student scored lower than 70% on all exams but one. He did score exactly a 70% on the one exam. This student had a poor attendance record, which I believe to be the cause.	This is the 3rd time that students have met expectations. I believe the expectations need to be raised. I will raise all expectations starting in the Fall 2015 semester.	
The student will demonstrate an	Lab experiments that involve electron	All students will be able to complete lab	All students completed labs in a group with a	This is the 3rd time that students have met	

| understanding of quantum mechanics and how it relates to an elements electron configuration. | configuration/quantum mechanics.

Homework that involves electron configuration/quantum mechanics.

Tests that involve electron configuration/quantum mechanics. | experiments on their own or in a group with a grade of 90% or higher

All students will be able to complete HW assignments without requiring "severe" help. ("Severe" being defined as requiring 30 minutes or more help from instructor outside of class.)

All students pass the exam with a grade of "60 %" or higher, with 80% of the student receiving a grade of "70%" or higher. | 90% or higher. Very few students (less than 4) required additional help from instructor.

All students were able to complete homework without needing "severe" help.

1 student scored lower than 70% on all exams but one. He did score exactly a 70% on the one exam. This student had a poor attendance record, which I believe to be the cause. | expectations. I believe the expectations need to be raised. I will raise all expectations starting in the Fall 2015 semester. | |
|---|---|---|---|---|---|

LEARNING OBJECTIVES/OUTCOMES DATA

(General Chemistry I) – (CHEM 1090) - (Fall - 2014)					
Objectives/Outcomes	*Measure*	*Expectation/Result*	*Analysis*	*Action*	*Outcome*
The student will successfully demonstrate an understanding of limiting reagent, %yield, theoretical yield, and concepts relating to balanced chemical equations.	Lab experiments that involve concepts of limiting reagent, %yield, theoretical yield, and concepts relating to balanced chemical equations. Homework that involves concepts of limiting reagent, %yield, theoretical yield, and concepts relating to balanced chemical equations.	All students will be able to complete lab experiments on their own or in a group with a grade of 90% or higher All students will be able to complete HW assignments without requiring "severe" help. ("Severe" being defined as requiring 30 minutes or more help from instructor outside of class.)	All students completed labs in a group with a 90% or higher. Very few students (less than 4) required additional help from instructor. All students were able to complete homework without needing "severe" help.	No action required No action required	
	Tests that involve concepts of limiting reagent, %yield, theoretical yield, and concepts relating to balanced chemical equations.	All students pass the exam with a grade of "60 %" or higher, with 80% of the student receiving a grade of "70%" or higher.	All students met expectations.	No action required	
The student will be able to correctly name chemical compounds.	Lab experiments that involve naming compounds. Homework that involves naming compounds. Tests that involve naming compounds.	All students will be able to complete lab experiments on their own or in a group with a grade of 90% or higher All students will be able to complete HW assignments without requiring "severe" help. ("Severe" being defined	All students completed labs in a group with a 90% or higher. Very few students (less than 4) required additional help from instructor. All students were able to complete homework without needing "severe" help.	No action required No action required	

		as requiring 30 minutes or more help from instructor outside of class.)			
		All students pass the exam with a grade of "60 %" or higher, with 80% of the student receiving a grade of "70%" or higher.	All students met expectations.	No action required	
The student will demonstrate an understanding of VSEPR theory.	Lab experiments that involve VSEPR theory. Homework that involves VSEPR theory. Tests that involve VSEPR theory.	All students will be able to complete lab experiments on their own or in a group with a grade of 90% or higher	All students completed labs in a group with a 90% or higher. Very few students (less than 4) required additional help from instructor.	No action required	
		All students will be able to complete HW assignments without requiring "severe" help. ("Severe" being defined as requiring 30 minutes or more help from instructor outside of class.)	All students were able to complete homework without needing "severe" help.	No action required	
		All students pass the exam with a grade of "60 %" or higher, with 80% of the student receiving a grade of "70%" or higher.	All students met expectations.	No action required	
The student will demonstrate an understanding of quantum mechanics and how it relates to an	Lab experiments that involve electron configuration/quantum mechanics.	All students will be able to complete lab experiments on their own or in a group with a grade of 90% or higher	All students completed labs in a group with a 90% or higher. Very few students (less than 4) required additional	No action required	

| elements electron configuration. | Homework that involves electron configuration/quantum mechanics. Tests that involve electron configuration/quantum mechanics. | All students will be able to complete HW assignments without requiring "severe" help. ("Severe" being defined as requiring 30 minutes or more help from instructor outside of class.) | help from instructor. All students were able to complete homework without needing "severe" help. | No action required | |
| | | All students pass the exam with a grade of "60 %" or higher, with 80% of the student receiving a grade of "70%" or higher. | All students met expectations. | No action required | |

LEARNING OBJECTIVES/OUTCOMES DATA

(General Chemistry II) – (CHEM 1100) - (Spring - 2015)					
Objectives/Outcomes	*Measure*	*Expectation/Result*	*Analysis*	*Action*	*Outcome*
The student will successfully demonstrate an understanding of chemical rates at a freshman chemistry level.	Lab experiments that involve chemical rates. Homework that involves chemical rates Tests that involve chemical rates.	All students will be able to complete lab experiments on their own or in a group with a grade of 90% or higher All students will be able to complete HW assignments without requiring "severe" help. ("Severe" being defined as requiring 30 minutes or more help from instructor outside of class.) All students pass the exam with a grade of "60 %" or higher, with 80% of the student receiving a grade of "70%" or higher.	All expectations met. All expectations met. All expectations met.	This is the 3rd time that expectations have been met. I will raise the expectations the next time this class is taught in the Spring 2016 semester.	
The student will successfully demonstrate an understanding of chemical equilibrium in general at a freshman chemistry level.	Lab experiments that involve chemical equilibrium. Homework that involves chemical equilibrium. Tests that involve chemical equilibrium.	All students will be able to complete lab experiments on their own or in a group with a grade of 90% or higher All students will be able to complete HW assignments without requiring "severe" help. ("Severe" being defined	All expectations met. All expectations met.	This is the 3rd time that expectations have been met. I will raise the expectations the next time this class is taught in the Spring 2016 semester.	

		as requiring 30 minutes or more help from instructor outside of class.) All students pass the exam with a grade of "60 %" or higher, with 80% of the student receiving a grade of "70%" or higher.	All expectations met.		
The student will demonstrate an understanding of strong and weak acids/bases.	Lab experiments that involve strong and weak acids/bases. Homework that involves strong and weak acids/bases. Tests that involve strong and weak acids/bases.	All students will be able to complete lab experiments on their own or in a group with a grade of 90% or higher All students will be able to complete HW assignments without requiring "severe" help. ("Severe" being defined as requiring 30 minutes or more help from instructor outside of class.) All students pass the exam with a grade of "60 %" or higher, with 80% of the student receiving a grade of "70%" or higher.	All expectations met. All expectations met. All expectations met.	This is the 3rd time that expectations have been met. I will raise the expectations the next time this class is taught in the Spring 2016 semester.	
The student will demonstrate an understanding of the 1st and 2nd laws of thermodynamics as it	Lab experiments that involve the 1st and 2nd laws of thermodynamics.	All students will be able to complete lab experiments on their own or in a group with a grade of 90% or higher	All expectations met.	This is the 3rd time that expectations have been met. I will raise the expectations the next time this class is taught	

| applies to a freshman level of chemistry. | Homework that involves the 1st and 2nd laws of thermodynamics.

Tests that involve the 1st and 2nd laws of thermodynamics. | All students will be able to complete HW assignments without requiring "severe" help. ("Severe" being defined as requiring 30 minutes or more help from instructor outside of class.)

All students pass the exam with a grade of "60 %" or higher, with 80% of the student receiving a grade of "70%" or higher. | All expectations met.

All expectations met. | in the Spring 2016 semester. | |

LEARNING OBJECTIVES/OUTCOMES DATA

(Course Title) – (CHEM 2410) - (Fall 2014)					
Objectives/Outcomes	*Measure*	*Expectation/Result*	*Analysis*	*Action*	*Outcome*
The student will successfully be able to name alkanes, alkenes, alkynes, alkyl halides, and alcohols. .	Lab experiments that involve naming alkanes, alkenes, alkynes, alkyl halides, and alcohols. Homework that involves naming alkanes, alkenes, alkynes, alkyl halides, and alcohols. Tests that involve naming alkanes, alkenes, alkynes, alkyl halides, and alcohols.	All students will be able to complete lab experiments on their own or in a group with a grade of 90% or higher All students will be able to complete HW assignments without requiring "severe" help. ("Severe" being defined as requiring 30 minutes or more help from instructor outside of class.) All students pass the exam with a grade of "60 %" or higher, with 80% of the student receiving a grade of "70%" or higher	All students completed labs in a group with a 90% or higher. Very few students (less than 4) required additional help from instructor. All students were able to complete homework without needing "severe" help. All students met expectations.	No action required No action required No action required	
The student will successfully be able to demonstrate an understanding of stereochemistry.	Lab experiments that involve stereochemistry. Homework that involves stereochemistry. Tests that involve stereochemistry.	All students will be able to complete lab experiments on their own or in a group with a grade of 90% or higher All students will be able to complete HW assignments without requiring "severe" help. ("Severe" being defined as requiring 30 minutes or more help from	All students completed labs in a group with a 90% or higher. Very few students (less than 4) required additional help from instructor. All students were able to complete homework without needing "severe" help.	No action required No action required	

		instructor outside of class.)			
		All students pass the exam with a grade of "60 %" or higher, with 80% of the student receiving a grade of "70%" or higher	All students met expectations.	No action required	
The student will successfully be able to demonstrate an understanding of the following reactions and the mechanisms; Acid/Base reactions Substitution reactions Elimination reactions Radical reactions Addition reactions	Lab experiments that involve the following reactions and the mechanisms; Acid/Base reactions Substitution reactions Elimination reactions Radical reactions Addition reactions Homework that involves the following reactions and the mechanisms; Acid/Base reactions Substitution reactions Elimination reactions Radical reactions Addition reactions Tests that involve the following reactions and the mechanisms; Acid/Base reactions Substitution reactions Elimination reactions Radical reactions Addition reactions	All students will be able to complete lab experiments on their own or in a group with a grade of 90% or higher All students will be able to complete HW assignments without requiring "severe" help. ("Severe" being defined as requiring 30 minutes or more help from instructor outside of class.) All students pass the exam with a grade of "60 %" or higher, with 80% of the student receiving a grade of "70%" or higher	All students completed labs in a group with a 90% or higher. Very few students (less than 4) required additional help from instructor. All students were able to complete homework without needing "severe" help. All students met expectations.	No action required No action required No action required	

LEARNING OBJECTIVES/OUTCOMES DATA

(Course Title) – (CHEM 2420) - (Spring 2015)					
Objectives/Outcomes	*Measure*	*Expectation/Result*	*Analysis*	*Action*	*Outcome*
The student will successfully be able to name ethers, aldehydes, ketones, carboxylic acids, and carboxylic acid derivatives. .	Lab experiments that involve naming ethers, aldehydes, ketones, carboxylic acids, and carboxylic acid derivatives. Homework that involves naming ethers, aldehydes, ketones, carboxylic acids, and carboxylic acid derivatives. Tests that involve naming ethers, aldehydes, ketones, carboxylic acids, and carboxylic acid derivatives.	All students will be able to complete lab experiments on their own or in a group with a grade of 90% or higher All students will be able to complete HW assignments without requiring "severe" help. ("Severe" being defined as requiring 30 minutes or more help from instructor outside of class.) All students pass the exam with a grade of "60 %" or higher, with 80% of the student receiving a grade of "70%" or higher	All expectations met. All expectations met. All expectations met.	This class had only 1 student. It is hard to determine much because of this. However, I have a feeling that expectations will need to be raised due to all other classes I have taught needed to be raised.	
The student will successfully be able to demonstrate an understanding of substitution reactions and mechanisms for the following compounds; Aromatics, Ketones, Aldehydes, Carboxylic Acids, and Carboxylic Acid derivatives.	Lab experiments that involve substitution reactions and mechanisms for the following compounds; Aromatics, Ketones, Aldehydes, Carboxylic Acids, and Carboxylic Acid derivatives Homework that involves substitution	All students will be able to complete lab experiments on their own or in a group with a grade of 90% or higher All students will be able to complete HW assignments without requiring "severe" help. ("Severe" being defined as requiring 30 minutes	All expectations met. All expectations met.	This class had only 1 student. It is hard to determine much because of this. However, I have a feeling that expectations will need to be raised due to all other classes I have taught needed to be raised.	

	reactions and mechanisms for the following compounds; Aromatics, Ketones, Aldehydes, Carboxylic Acids, and Carboxylic Acid derivatives Tests that involve substitution reactions and mechanisms for the following compounds; Aromatics, Ketones, Aldehydes, Carboxylic Acids, and Carboxylic Acid derivatives	or more help from instructor outside of class.) All students pass the exam with a grade of "60 %" or higher, with 80% of the student receiving a grade of "70%" or higher	All expectations met.		

Mid-Plains Community College
Assessment Report: Narrative Summary

Course: MATH 1100 College Algebra
Division: Math and Science

Introduction
From the early 2000's to Spring 2010, the CAAP exam was administered to MPCC graduates to assess, evaluate, and enhance student learning in general education areas. Due to low response rate, low data use, and high cost, the CAAP test was discontinued in the Spring of 2010.

In the Fall of 2013, the math department met and developed a common exam for MATH 1150 College Algebra This exam has been administered every semester since.

2013-14 Summary of Recommendations
Conclusions:
- With the exception of a few questions, the common exam was a good first effort. For 2014-2015, College Algebra faculty agreed that the exam is step in the right direction. Several questions will be rewritten for clarification.

Recommendations:
- Administer the test under common conditions inducing:
   o Length of time
   o Timing
   o Testing environment
   o Investigate opportunities, including math software and tutors in the Student Success Center Math Lab, for students to get extra help.
   o

2014-15 Results/Outcomes

School Year	Number of Students	Arithmetic Questions 1-10	Elem & Int. Algebra Questions 1-10	College Algebra Questions 1-10
2013-14	139	82.5%	73.5%	57.8%
2014-15	162	84.3%	69.8%	51.4%

2014-15 Assessment Methods & Procedures
- Method: Common exam
- Procedures: The test is administered at the end of the semester but the testing environment differs depending on the instructor.

2014-15 Conclusions, Recommendations, and Changes Made
Conclusions
- Expectations for Elementary and Intermediate Algebra were met
- Expectations for College Algebra questions were not met

Recommendations
- Students need more time to take the exam. Fifty minutes is not enough.

Changes Made
- Reorder questions so College Algebra related questions are first.
- Three questions will be deleted and several others will be changed.

Mid Plains Community College Assessment Results

Area/Department: Common Exam for Math 1150 College Algebra (2014-15)

	Objectives	Link to College SLO's	Measure & Methodology *(who, what, when & why)*	Expected Results/Standards *(What students should have learned)*	Expectation Met (Y or N)	Analysis	Action
1	Use arithmetic skills to solve mathematical problems		Questions 1-10 of a faculty-developed assessment given to all College Algebra students	Expected results for 2014-15: 80% Actual results for 2014-15: 84.3%	Yes	Expectation met.	
2	Apply a variety of mathematical concepts to solve elementary and intermediate algebra problems		Questions 11-20 of a faculty-developed assessment given to all College Algebra students	Expected results for 2014-15: 70% Actual results for 2014-15: 69.8%	Yes	Expectation met.	
3	Apply a variety of mathematical concepts to solve College Algebra problems		Questions 21-30 of a faculty-developed assessment given to all College Algebra students	Expected results for 2014-15: 60% Actual results for 2014-15: 51.4%	No	Results well below expectation.	

Mid Plains Community College
2014-15 Assessment Report:
A Work In Progress

Appendix

McCook Community College
North Platte Community College
Extended Campuses:
Broken Bow
Imperial
Ogallala
Valentine

Cabinet/Assessment Team Report

Submission Instructions:

1. A week before you are scheduled to present to cabinet, email your report and any additional information to Karen Haller hallerk@mpcc.edu

- -

Helpful Hints

Help! This is my first cabinet /team assessment report.

1. Create a brainstorming list and think about your area/department.

Questions to Ask:

➡ How do we know our department is doing a good job?

➡ What can we do to improve?

2. Look at your entire brainstorming list. Select the 3-4 goals you are interested in measuring for effectiveness. We know this will not encompass all you do, but it will provide an opportunity for you to focus on specific areas.

3. Decide what data you need to effectively measure your outcomes or goals and develop a plan to get it.

REMEMBER: MPCC collects LOTS of information (examples: surveys, normal reports you keep or run, any tracking your departments might do, work requests, help desk requests, etc.). Need information but don't know how to get it? Just ask!

4. What are your expected results or target levels of performance?

Help! This is my follow up cabinet team/assessment report.

1. Review the goals and objectives from your last report. Determine, based on your measures, if you met your expectations, analyze/explain why you did or didn't meet your goals, and what action you plan on taking.

Questions to Ask:

➡ **Measures:** Were the measures selected effective? Did the measures give you the information needed to determine if the outcome/goal was met? Are there other measures that would give you better information?

➡ **Expectations/Results:** Did you meet your expectations? Why or why not?

➡ **Analysis and Action:** Create a list of what budgetary, or departmental specific changes your group has made or anticipates making based on assessment results.

- -

What is good assessment?

* Assessment should be useful, meaningful, and manageable.
* It should prove you with information that can help you make decisions about your area.

- -

If you need help writing goals or deciding on measurements, contact Holly Andrews andrewsh@mpcc.edu.

Mid-Plains Community College Cabinet/Assessment Team Report

Team Name:
Team Leader Name:
Report Date:

REVIEW OF PRIOR TEAM REPORT

1. **Summarize the team's goals from the last report.**

Goals	College Wide SLO's or AQIP Category	Measures	Expected Results & Standards	Were expectations met? (Yes, No, Inconclusive)	Analysis	Action

General Instructions

**Need to report on the goals your team set last year? Start here!

**Is this your team's first cabinet report? If so, you can leave this section blank; however, if you set goals for your area and didn't write them down, now is the time!

College Wide SLO

Student

Learning

Outcome

(See last page for more information about SLO's and AQIP standards)

Analysis

**Answer the why questions. Why did you meet your goals? Why not? This column can be more of a narrative instead of acatual data

Action:

**Create a list of what budgetary, or departmental specific changes your group has made or anticipates making based on assessment results.

Template: Semi-Annual Report by Team Leaders to College Cabinet, updated 11-20-14

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Mid-Plains Community College Cabinet/Assessment Team Report

Team Name:
Team Leader Name:
Report Date:

2. What did the team accomplish in the last 6 months?

GOALS FOR UPCOMING YEAR

1. What are the teams goals for the next Year

Goals	College Wide SLO's or AQIP Category	Measures	Expected Results and Standards
Instructions **Need to set new goals for next year? Start here! Setting Goals: Ask these questions** **How do we know we're doing a good job?** **What can we do to improve?**		**Measurements** Decide what data you need to effectively measure your outcomes or goals and develop a plan to get it. **REMINDER!** **MPCC collects LOTS of information (examples: surveys, normal reports you keep or run, any tracking your departments might do, work requests, help desk requests, etc.). Need information but don't know how to get it? Just ask!**	**Some non-instructional areas operate on a fiscal year, others operate on an academic year. Discuss with your team or supervisor and determine what works best.**

2. What are the major challenges the team faces?

Template: Semi-Annual Report by Team Leaders to College Cabin
3

Mid-Plains Community College Cabinet/Assessment Team Report

Team Name:
Team Leader Name:
Report Date:

OPPORTUNITIES

1.   **What opportunities does the team envision?**

REQUESTS

1.   **What special requests need to be considered by the College Cabinet?**

MPCC College Wide Student Learning Outcomes (SLO) and AQIP Categories

College Wide SLO's

1. Effective use of written communication skills
2. Effective use of oral communication skills
3. Efficient use of information retrieval skills
4. An understanding of the values and traditions of other cultures in the world
5. Mathematical computational skills to solve problems
6. Human inquiry skills by scientifically observing, explaining, predicting and testing for the purpose of understanding
7. Critical thinking skills
8. Appropriate and necessary competencies/skills for academic transfer or employment in their area of expertise
9. Effective decision making skills

AQIP Categories

Category 1: Helping Students Learn: Focuses on the design, deployment, and effectiveness of teaching-learning processes (and on the processes required to support them) that underlie the institution's credit and non-credit programs and courses.

Category 2: Meeting Student and Other Key Stakeholder Needs: Addresses the key processes (separate from instructional programs and internal support services) through which the institution serves its external stakeholders in support of its mission.

Category 3: Valuing Employees: Explores the institution's commitment to the hiring, development, and evaluation of faculty, staff, and administrators.

Category 4: Planning and Leading: Focuses on how the institution achieves its mission and lives its vision through direction setting, goal development, strategic actions, threat mitigation, and capitalizing on opportunities.

Category 5: Knowledge Management and Resource Stewardship: Addresses management of the fiscal, physical, technological, and information infrastructures designed to provide an environment in which learning can thrive.

Category 6: Quality Overview focuses on the Continuous Quality Improvement: Culture and infrastructure of the institution. This category gives the institution a chance to reflect on all its quality improvement initiatives, how they are integrated, and how they contribute to improvement of the institution.

MID-PLAINS COMMUNITY COLLEGE
PROGRAM REVIEW

[Insert Program Name]
Submitted [insert date]

The Program

Program Description:

Program Objectives:

Relationship of Objectives to MPCC's Mission and College Student Learning Outcomes:

Employment Opportunities

Need for the Program:

Job Placement:

Employment and Wages: *include data for the 18-county area as well as state and national*

Projected change five years out in Nebraska:
Projected change five years out nationwide:
Nebraska average wage for current year:
National average wage for current year:

Program Activities

Recruitment: *include information about recruiting efforts from recruiting and faculty*

Co-op Relationships with other Educational Institutions, Agencies, and Businesses:

Advisory Committee:

Retention:

State or Accreditation Requirements:

Marketing:

Student Engagement:

Faculty

        Credentials:

        Continuing Education:

        Professional Development:

Curriculum

        Recent curriculum changes:

        Pre-requisites for courses or program:

        Delivery Methods:

Equipment and Facilities

        Instructional Equipment:

        Necessary Physical Facilities to meet Program Objectives:

Assessment

        Matrix: *attach a copy of your assessment matrix or narrative regarding assessment in your program*

        Paragraph on what is done:

Program Data – *Five year program review information available from Institutional Research*

	2007-08	2008-09	2009-10	2010-11	2011-12	5 yr Average
Student Credit Hours (SCH)						
Faculty Full Time Equivalency						
SCH/Faculty FTE						
Number of Degrees						
Certificates						
Diploma						
Associates						
Total						

Summary of Key Findings

        Strengths of program:

        Challenges of program:

MPCC Program Review Schedule				
Program	Internal Review #1	Internal Review #2	CCPE Review	Internal Review #3
Auto Body	NA	NA	14-15	17-18
Automotive	NA	NA	14-15	17-18
Building Construction	15-16	18-19	19-20	22-23
Business	NA	14-15	15-16	18-19
Business Technology	NA	15-16	16-17	19-20
Dental Assisting	NA	16-17	17-18	20-21
Diesel Technology	NA	15-16	16-17	19-20
Early Childhood Education	NA	16-17	17-18	20-21
Electrical	15-16	18-19	19-20	22-23
EMT	14-15	17-18	18-19	21-22
Fire Science	NA	14-15	15-16	18-19
Graphic Design	NA	16-17	17-18	20-21
HVAC	NA	16-17	17-18	20-21
Information Technology	NA	NA	13-14	16-17
Med Lab Tech	NA	15-16	16-17	19-20
Nursing	14-15	17-18	18-19	21-22
Occupational Studies	NA	15-16	16-17	19-20
Transfer	15-16	18-19	19-20	22-23
Welding	NA	NA	14-15	17-18