Appendix C:

Business and Technology Division

2012-13 Assessment of Student Learning Results

DISCIPLINE: Accounting

Department: Business

Completed by: Margie Walker, 6/3/2013

SLO 1 - Students will be able to prepare & analyze financial statements.

Assessment Method/ Timeframe – Extended Written Response in ACC 121 and ACC 122, Fall 2012 and Spring 2013.

Assessment Results –   PERFORMANCE TARGET/NATIONAL AVERAGES =80%

ACC 121 Results – Fall 2012 & Spring 2013

FALL 12 –Test 1-PREPARE Financial Statement	20 students	76.60% av.
SPRING 13 – Test 1-PREPARE Financial Statement	16 students	87.63% av.
FALL 12 – Test 2 PREPARE Financial Statement	18 students	69.41% av.
SPRING 13 – Test 2 PREPARE Financial Statement	16 students	90.43% av.

ACC 122 Results – Fall 2012 & Spring 2013
FALL 12 – Stock Project Financial Statement Analysis	13 students	85.71% av.
SPRING 13 – Stock Project Financial Statement Analysis	14 students	80.53% av.

Actions/Adjustments – Continue with CONNECT [McGraw-Hill's online learning system]. Student results showed improvement in Spring over Fall results. Fall results didn't meet 80% target, except for Stock Project financial statement analysis paper.
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SLO 2 - Students will be able to journalize and explain the impact of recording business transactions and adjusting accounting entries.

Assessment Method/ Timeframe – Extended Written Response in ACC 121 and ACC 122, Fall 2012 and Spring 2013.

Assessment Results – PERFORMANCE TARGET/NATIONAL AVERAGES =80%

ACC 121 Results –

FALL 12 – Test 1: Business Transactions	20 students	85.71% av.
SPRING 13 – Test 1: Business Transactions	16 students	97.77% av.
FALL 12 – Test 4: Payroll journal entries	15 students	83.45% av.
SPRING 13 – Test 4: Payroll journal entries	15 students	87.82% av.

ACC 122 Results –
FALL 12 – Test 1: Business Transactions	14 students	80.36% av.
SPRING 13 – Test 1: Business Transactions	14 students	86.96% av.
FALL 12 – Test 3: Business Transactions	12 students	33.33% av.
SPRING 13 – Test 3: Business Transactions	13 students	58.12% av.

ACC 121 Results –
FALL 12 – Test 1: Adjustments	20 students	73.41% av.
SPRING 13 – Test 1: Adjustments	16 students	83.23% av.
FALL 12 – Test 4: Business Transactions	16 students	63.00% av.
SPRING 13 – Test 4: Business Transactions	15 students	69.07% av.

Actions/Adjustments – Due to consistent drop with later tests, instruction will be modified to include thought process for both business and adjustment transactions. CONNECT showed consistent improvement over all Fall results.

DISCIPLINE: Automotive Collision Technology

Department: Automotive Technology

Completed by: James Cordova, 6/20/2013

SLO 1 - Students will be able to identify, diagnose, disassemble, and repair structural damage in collision repair.

Assessment Method/ Timeframe – Testing incorporated a more intense lab evaluation procedure with utilizing the job sheets and a weekly lab evaluation sheet for assessment. This course has a pre and posttest evaluation. We currently have a weekly evaluation on 20 lab objectives provided in the curriculum. ACT 131 assessment methods include a combination of Selected Response; Performance Assessment and Personal Communication. The timeframe was Fall 2012.

Assessment Results – PERFORMANCE TARGET/NATIONAL AVERAGES =90%
ACT 131 Results – Fall 2012

Structural Damage Repair	14 students	80% av.

Actions/Adjustments – Incorporate I-CAR [**Inter-Industry Conference on Auto Collision Repair** is a not for profit international training organization focused on education, knowledge and solutions for the Collision Repair Inter-Industry. The primary goal of I-CAR is complete and safe repairs for the ultimate benefit of the consumer] test into the course grade. Student progress was noted in real-time testing. The ICAR certification is an industry standard to hold a current certification, which will assist students with employment placement.

SLO 2 - Students will be able to identify, diagnose, prepare, and repair nonstructural panels on today's vehicles.

Assessment Method/ Timeframe –
This course has a pre and posttest evaluation. ACT 122 assessment methods include a combination of Selected Responses, Performance Assessment, and Personal Communication. Instruction utilizes I-CAR curriculum to prepare the student for ASE [The non-profit National Institute for **Automotive Service Excellence]** certifications. The timeframe was Spring 2013.

Assessment Results – Performance Target – 90%
ACT 122 Results – Spring 2013
Nonstructural Damage Repair   14 students   80% av.

Actions/Adjustments – Incorporate ICAR and ASE training to prepare students for industry.

DISCIPLINE: Automotive Service Technology

Department: Automotive Technology

Completed by: James Cordova, 6/20/2013

SLO 1 - Students will be able to use proper equipment to identify refrigerant, perform leak tests, diagnose, service, and repair HVAC systems in today's vehicles.

Assessment Method/ Timeframe – A 60 question pre-test and 60 question post test from the ASE/EPA Certification Test Book was administered in Spring of 2013. Primarily, this was a selected response assessment, but both performance and personal communication were also incorporated.

Assessment Results – PERFORMANCE TARGET/NATIONAL AVERAGES =90%

ASE 265   Spring 2013   27 students   90% av.

Actions/Adjustments – Incorporation of EPA testing as part of the curriculum was very successful. In the future, EPA testing will also be integrated into the exam. Knowledge of EPA standards will assist students with future employment placement.
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SLO 2 - Students will be able to identify, locate, test, diagnose, and properly repair electrical and electronic circuits in today's automobiles.
Assessment Method/ Timeframe –

A 60 question pre-test and 60 question post test was administered in Spring of 2013. Primarily, this was a selected response assessment, but elements of performance and personal communication were also incorporated into the assessment.

Assessment Results – PERFORMANCE TARGET/NATIONAL AVERAGES =90%

ASE 221 & 236   Spring 2013   27 & 29 students   85% av.

Actions/Adjustments – Incorporation of additional hands-on training to bring up test averages. A program called DATO that provides online training is providing more instructional support for critical thinking skills and for proper use of shop equipment.

DISCIPLINE: Computer Aided Drafting

Department: Civil Engineering Technology

Completed by: Meagan Hotchkiss-Trejo, 5/24/2013

SLO 1 - Students will demonstrate the ability to function within the AutoCAD software by applying the knowledge of drafting and uses of dimensioning standards.

Assessment Method/ Timeframe –
Performance Assessment methods were utilized in CAD 101 to evaluate Critical thinking skills in drafting and the use of dimensioning standards used within the AutoCAD software. The timeframe was Fall 2012-Spring 2013.

Assessment Results – PERFORMANCE TARGET/NATIONAL AVERAGES =76%
CAD 101 Results – by semester

Spring 2012	13 students	82.06% av.
Summer 2012	15 students	87.00% av.
Fall 2012	17 students	80.02% av.
Spring 2013	19 students	85.06% av

Actions/Adjustments – Add more assignments and lecture, incorporating more technology into curriculum.

DISCIPLINE: Computer Information Systems
Department: Computer Information Systems
Completed by: Boyd Rodman, 6/18/2013

SLO 1 - Students will be able to identify and use most major operating systems.

Assessment Method/ Timeframe –Spring 2013 CIS 118
Selected Response (multiple choice exams) & Performance Assessment (work of art, simulation, lab report, term paper, portfolio) in two sections of CIS 118; 40 – 45 students

Assessment Results –
Performance Target – 75% average
Average results from three exams in Fall 2012 students were compared with average exam results of Spring 2013 students.
Exam 1 Overall Average 78.8 (Fall & Spring Combined) Std. Dev. 9.3
      Fall Average 79.8 (not significantly different)
      Spring Average 77.6 (not significantly different)
Exam 2 Overall Average 75.3 (Fall & Spring Combined) Std. Dev. 14.4
      Fall Average 77.7 (not significantly different)
      Spring Average 73.8 (not significantly different)
Exam 3 Overall Average 78.3 (Fall & Spring Combined) Std. Dev. 10.2
      Fall Average 73.4 (slightly below)
      Spring Average 83.7 (slightly above)

There was little difference between online exam results and in-class exam results.

Actions/Adjustments –Exams will be returned to D2L for Fall 2013, but students will have time to complete exams reduced by one week.
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SLO 2 - Students will be able to configure a functional network.

Assessment Method/ Timeframe –Spring 2013_CIS 268; Performance Assessment; 20 – 25 students.

Assessment Results –
Systems Analysis and Design (CIS 268) is being taught Spring semester as a flipped class. In the past students in the class had be producing data modeling diagrams at about 50 to 75% accuracy. With the flipped class students do the reading for the class and watch the lecture on line. When they get to class time is spent on doing what would normally be home work. This gives the students time to work as a group and practice the modeling techniques that were shown in the on-line material. At the mid-term exam a modeling exercise was included to test the ability of student to create proper Entity Diagrams and Entity Relationship Diagrams. The results were

that 85% of the Entity Diagrams and 82.5% of the Entity Relationship Diagrams were drawn to the acceptable standards.

Actions/Adjustments –The flipped class model will be continued in CIS 268 for Fall 2013.

DISCIPLINE: Business Management and Economics

Department: Business

Completed by: Joe Easton, 8/2/2013

SLO 1 - Students will be able to solve complex mathematically-based economic problems, consistent with economic theory & applications, by incorporating critical thinking and problem-solving skills.

Assessment Method/ Timeframe – Fall 2012
    ECO 202 two sections: Extended Written Response
    ECO 201 two sections: Performance Assessment

Assessment Results – Fall 2012

ECO 202 0W1	36 students	81.5%
ECO 202 01H	31 students	83.46%
ECO 201 OW1	37 students	79.45%
ECO 201 O1H	32 students	82.37%

Actions/Adjustments - Use same assessment techniques next semester, as the WOW gaming instruction had just one semester to run and it was only tried it with hybrid classes.
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SLO 2 - Students will be able to prepare and analyze financial statements.

Assessment Method/ Timeframe – Spring 2013; 14 students in MAN 225 were given two performance assessments.

Assessment Results -

MAN 225 01H	Spring PREP	14 students	92%
MAN 225 01H	Spring Analysis	14 students	78.85%

Actions/Adjustments - Preparation was required but analysis was not. The gap came largely from the statement of cash flows. An additional assignment on just cash flow preparation will be added; also an additional assignment will be added to the normal preparation of statements in chapter assignments; guest speaker(s) from a CPA or corporate accounting professional on the topic will be also be sought.

DISCIPLINE: Culinary Arts
Department: Hospitality Studies
Completed by: Carol Himes, 8/5/2012

SLO 1 - Students will be able to apply critical thinking skills in a variety of customer service and industry settings.

Assessment Method/ Timeframe – Fall 2012 & Spring 2013; performance assessments for students in CUA 136, CUA 190, CUA 191, and HOS 207 were used. Students were rated on their ability to carry out selected tasks (as defined on a task list); critical thinking skills were rated using a rubric.

Assessment Results -

CUA 136 001 & 002	Fall 2012	13 students	95%	Rating: 3+
CUA 136 001 & 002	Spring 2013	15 students	95%	Rating: 3 +
CUA 190 (3 sections)	Fall 2012	15 students	85%	Rating: 3+
CUA 190 (3 sections)	Spring 2013	16 students	81%	Rating: 3 +
CUA 191 (2 sections)	Fall2012/Spring2013	12 students	92%	Rating: 3 +
HOS 207 001	Spring 2013	5 students	100%	Rating: 4

Actions/Adjustments – The CUA program is experiencing desired results in customer service expectations and plans no major changes. However, because customer service is such a significant part of the program, this SLO will continue to be assessed.
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SLO 2 - Students will be able to use technology common to industry settings in food service operations.

Assessment Method/ Timeframe – Fall 2012 & Spring 2013; performance assessments for students in CUA 233 & 262 were used. Students were rated on their ability to carry out selected tasks (as defined on a task list); critical thinking skills were rated using a rubric.

Assessment Results -

CUA 233 001 & 002	Fall 2012	12 students	unable to assess
CUA 233 001 & 002	Spring 2013	14 students	86% Rating: 3/3 +
CUA 262 001	Spring 2013	17 students	100% used resources (however, w/o D2L documentation.)

Actions/Adjustments – The CUA program was unable to carry out the full assessment as planned because needed equipment for their program was omitted from the recent student center remodel. Assessment of this SLO will be resumed when needed equipment is made available to the program.

DISCIPLINE: Electronics

Department: Advanced Manufacturing

Completed by: Lawrence Harmon, 5/28/2013

SLO 1 - Students will be able to program and troubleshoot a programmable logic controller using an Allen Bradley SLC 500 PLC.

Assessment Method/ Timeframe – Spring 2013 18 students
Students are given labs where they program PLC trainers.
They are given a midterm test, final test, and quizzes.
They have to complete the basic level of the Simutech troubleshooting software

Assessment Results –
The Simutech software has a limited number of faults, so the students remember the faults and are able to achieve a high score on the test, since they have already seen the circuit faults.   Class average 92.54%
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SLO 2 - Students will be able to understand the relationship between voltage, current, and rsistance by applying OHM's law.

Assessment Method/ Timeframe – Spring 2013 12 students in ELT 101
Students are given quizzes, a midterm test, & final test + participate in lab exercise where they actually take voltage, current, and resistance measurement to verify OHM's law. Selected response & performance assessment.

Assessment Results –
The Simutech software has a limited number of faults, so the students remember the faults and are able to achieve a high score on the test, since they have already seen the circuit faults.   Class average 92.54%

Actions/Adjustments -
Add more quizzes to the course and focus more on OHM's law.

Department: Office Administration

Completed by: Kathleen Collins & Virginia Sullivan

SLO 1 - Students will be able to effectively communicate through correct pronunciation using medical terms.

Assessment Method/ Timeframe – Spring 2013 20 students in HPR 178.
This performance assessment was submitted as an audio file in the D2L dropbox and was manually evaluated by the instructor.

Assessment Results –

HPR 178 0W5 mid-term	Spring 2013	20 students	82.9% average
HPR 178 0W5 final	Spring 2013	20 students	88.3% average

The performance target was 70%. For the mid-term, 86% of the class attained a 70% or better average. It was noted that through more practice, students were able to additionally improve their pronunciation between the mid-term and final exams. For the final, 95% of the class attained a 70% or better average.

Actions/Adjustments –
This SLO will continue to be assessed on both the mid-term and final examinations.
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SLO 2 - Students will be able to pass the national Certified Coding Associate (CCA) Exam.

Assessment Method/ Timeframe – Summer 2012, Fall 2012, and Spring 2013; 9 total students in HIT 268. This was a performance assessment on a national exam.

Assessment Results –

HIT 268 001	mid-term	Summer 2012	5 students	58.2% average
HIT 268 001	final	Summer 2012	5 students	55 % average
HIT 268 001	mid-term	Fall 2012	2 students	44 % average
HIT 268 001	final	Fall 2012	2 students	43 % average
HIT 268 001	mid-term	Spring 2013	2 students	57 % average
HIT 268 001	final	Spring 2013	2 students	59.5 % average

The performance target was 70% for the mid-term and final examinations. Two of the nine students passed the exam and four students failed.

Mid-Term and final exams in HIT 268 are mock CCA exams. Students who have taken the CCA exam informally report that the mock exams are much more rigorous than the actual CCA exam. Other variables that may be impacting exam results are class cohesiveness, effectiveness of study groups, availability of tutors, and student-instructor connections.

Actions/Adjustments –
To date, we are not receiving CCA exam scores from AHIMA (the national professional sponsoring organization). For future assessments, we will be requiring that the HIT 188 practicum course be taken concurrently with HIT 268, the test prep course. We believe that concurrent enrollment in these courses will promote better scores both in the test prep course and on the CCA exam. Students assessed in this cycle were not in the established rotation for the medical coding program, but we believe future students who are in the established course rotation will be more successful.

DISCIPLINE: Interior Design

Department: Interior Design

Completed by: Jamie Gage, 6/27/2013

SLO 1
Students will be able to identify and define relevant aspects of a design problem (goals objectives, performance criteria), gather, evaluate, and apply appropriate and necessary information and research findings to solve the problem; synthesize information and generate multiple concepts and/or multiple design responses to programmatic requirements; demonstrate creative thinking and originality through presentation of a variety of ideas, approaches and concepts.

Assessment Method/ Timeframe - Performance Assessment (of Final Projects) for19 students in Fall 2012 & Spring 2013.

Assessment Results: PERFORMANCE TARGET/NATIONAL AVERAGES =80%

Fall 2012	IND 151	7 students	84.23%
Spring 2013	IND 225	5 students	83.0%
Spring 2013	IND 231	3 students	75.0%
Fall 2012	IND 200	4 students	81.88%

Actions/Adjustments - More industry professionals will be brought in to discuss the business part of interior design and the importance of designing for customer satisfaction. DATA to be collected: More customer satisfaction emphasis aligned with industry reinforcement of interior design as a business adding the internship class to the assessment of this SLO.
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SLO 2 - Students will be able to select appropriately between a broad range of materials and products. Students should know the typical fabrication and installation methods, and maintenance requirements. Students should select and apply appropriate materials and products based on their properties, performance a criterion, including ergonomics, environmental attributes, and life cycle cost. Students should be able to layout and specify furniture, fixtures and equipment.

Assessment Method/ Timeframe - Performance Assessment (of Final Projects) for19 students in Fall 2012 & Spring 2013.

Assessment Results: PERFORMANCE TARGET/NATIONAL AVERAGES =80%
      Spring 2013   IND 225   5 students   83.0%
      Spring 2013   IND 231   3 students   75.0%
      Fall 2012   IND 200   4 students   81.88%

Actions/Adjustments - Assessment Method/ Timeframe - Performance Assessment (of Final Projects) in Spring 2013.

Assessment Results: PERFORMANCE TARGET/NATIONAL AVERAGES =80%
      Spring 2013   IND 118   5 students   91.6%
      Spring 2013   IND 231   3 students   75.0%
      Spring 2013   IND 225   4 students   88.88%

Actions/Adjustments – Incorporate more field trips to job sites.

DISCIPLINE: Machining

Department: Machining

Completed by: Gregg White & Roger Weitzel, 6/19/2013

SLO 1 - Students will be able to use applied mathematics using NIMS process-planning worksheets and related lab work.

Assessment Method/ Timeframe – Performance Assessment & Personal Communication, MAC 130, 131, and 141, -- 3 students in each course – 9 total
Fall 2012

Students were given reference materials from the machinery's handbook and guidelines to be proficient in NIMS competencies. Given a part print students, student applied mathematics and process planning to complete the pat in accordance with the NIMS certification standards.

Assessment Results – Performance Target – 80% of students will achieve 80%

Students completed manufacturing of all parts to tolerances and NIMS standards.
Class averages – 100% for each class

Actions/Adjustments - Addition of a MET-TEC committee. Student projects will be sent to three companies and projects will be graded and returned to PCC. The testing procedure will be followed by a written test to further assess students' theoretical knowledge.

SLO 2 - Students will be able to become Mastercam certified using Mastercam U Software.

Assessment Method/ Timeframe –

Performance Assessment & Personal Communication in MAC 241, Spring 2013

Assessment Results – Performance Target – 80% of students will achieve 80%

9 of 12 students passed the performance assessment.

Actions/Adjustments – Based on data collected additional lesson plans or practice sheets will be used to further students understanding of the WCS or world coordinated system.

DISCIPLINE: Office Administration
Department: Business Management
Completed by: Mary McMahon, 6/2/2013

SLO 1 - Students will be able to demonstrate the written and verbal skills that contribute to success in an office environment.

Assessment Method/ Timeframe – Spring 2013 Ten students in MAR 106 and BTE 287 submitted resumes and cover letters to the HIT/OFA Advisory Committee. Before submitting their letters and resumes, the students evaluated their own work using the same rubric that the advisory board members used to determine their grade. This was a performance assessment.

Assessment Results –

MAR 106 & BTE 287(self-eval)	Spring 2013	10 students	100 % "Experienced"
MAR 106 & BTE 287(bd. eval)	Spring 2013	10 students	50 % "Professional"
			30% "Experienced"
			10% "Developing"
			10% "Novice"

While this process was a valuable learning opportunity for students, it was also quite labor and time intensive for the instructors and advisory board members.

Actions/Adjustments –
The students felt strongly that this experience better prepared them for the job market. Department faculty agreed, and also hope to use this assignment with more students in the future. Overall, the department faculty felt that most of their students need better preparation for the job market and will look for opportunities to expand job readiness training, academic coaching, and career coaching, possibly through expanding the curriculum by including another course. They plan to assess this SLO again in the next assessment cycle.

SLO 2 - Students will be able to demonstrate job readiness skills to be successful in a job search.

Assessment Method/ Timeframe – Spring 2013 Ten students in MAR 106 and BTE 287 were given the same job announcement and were assigned to prepare for interviews with professionals from the HIT/OFA Advisory Committee. Class time was allotted to learn the skills and for one-to-one demonstrations to practice the skills. This was a performance assessment.

Assessment Results –

MAR 106 & BTE 287 (self-eval)	Spring 2013	10 students	60% "Professional" 40 % "Experienced"
MAR 106 & BTE 287 (bd. eval)	Spring 2013	10 students	90 % "Professional" 10% "Experienced"

Like the assessment of SLO 1, this process was very valuable for student learning, and also quite labor and time intensive for the instructors and advisory board members.

Actions/Adjustments –
As with the resume and cover letter assignments described for SLO 1, the MAR and BTE students reported that this experience was valuable preparation for the job market. Department faculty will analyze costs and opportunities to include more of this same kind of experience in the future. Their strong feeling is that students would benefit from expanded job readiness training, academic coaching, and career coaching. Adding more requirements to the curriculum increases student costs in both time and money; however, faculty believe that this type of authentic activity may be well worth it. They plan to assess this SLO again.

DISCIPLINE: Welding

Department: Welding

Completed by: Roger Wolfe, 6/20/2013

SLO 1 - Students will be able to interpret principles and demonstrate mastery of the set up and operation of the SMAW welding process in all positions.

Assessment Method/ Timeframe – Selected response, performance, and personal communication; Spring & Summer 2013.

Performance standards: 90% of students will achieve 75% or better on their final theory test; 90% of students will achieve 80% or better on their physical set-up and operation lab final.

Assessment Results –

WEL 102 Final Theory Test	Spring 2013	12 students	100% achieved 80% or better
WEL 102 Operation Lab	Spring 2013	12 students	100% achieved 90% or better
WEL 102 Final Theory Test	Summer 2013	8 students	100% achieved 80% or better
WEL 102 Operation Lab	Summer 2013	8 students	100% achieved 90% or better
WEL 124 Final Theory Test	Spring 2013	15 students	90% achieved 80% or better
WEL 124 Operation Lab	Spring 2013	15 students	100% achieved 90% or better
WEL 124 Final Theory Test	Summer 2013	8 students	100% achieved 90% or better
WEL 102 Operation Lab	Summer 2013	8 students	100% achieved 90% or better

Actions/Adjustments – Because the student learning outcomes were so favorable for these courses, the supplemental instruction lessons that were used will be uploaded into all future WEL 102 and 124courses. This SLO will not be reassessed.

DISCIPLINE: Visual Communications

Department: Visual Communications

Completed by: Shawna Shoaf, 5/31/2013

SLO 1 - Students will be able to create and develop visual or written responses to communication problems and to demonstrate fundamental design concepts.

Assessment Method/ Timeframe – Performance and personal communication assessments; Spring 2013.

Performance standards:

Students at the mid-point of their program should perform basic skill sets at the following standards:

- Above average   -   80% range or above
- Average/On Target   -   70 range
- Below Standard   -   50% range or less

Students in the capstone course should perform basic skill sets at the following standards:

- Above average   -   90% range or above
- Average/On Target for Potential Employment   -   78% range

Assessment Results –

MGD 105   (mid-point)   Spring 2013   1 student   78%
MGD 289   (capstone)   Spring 2012   3 students   84% average

Actions/Adjustments – A more formal announcement of the portfolio requirements and the deadline for submission will need to be disseminated across multiple classes so that students can be informed about the requirements earlier in their programs. This SLO will be assessed again in the next assessment cycle.
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SLO 2 - Students will be able to demonstrate proficiency in a variety of industry standard software.
Assessment Method/ Timeframe – Extended written response in MGD 111; Fall 2012 & Spring 2013.

Performance standards: 80% of MGD 111 students will demonstrate proficiency in the post-test evaluating Adobe Photoshop software (and will show significant improvement from their pre-test results).

Assessment Results –

MGD 111 Pre-Test   Fall 2012   9 students   42.02% average
MGD 111 Post Test   Fall 2012   9 students   74.81% average
MGD 111 Pre-Test   Spring 2013   19 students   47.15% average
MGD 111 Post Test   Spring 2013   19 students   74.97% average

Actions/Adjustments – Class progress was slower than expected, and some students were not adequately prepared for the post-test at mid-term. Exam and teaching schedules will be adjusted with consideration of student progress. Five questions from the exams were analyzed because of the persistent error rate. These questions will be re-written so that they are clearer and easier for students to understand. This SLO will be assessed again in the next assessment cycle.