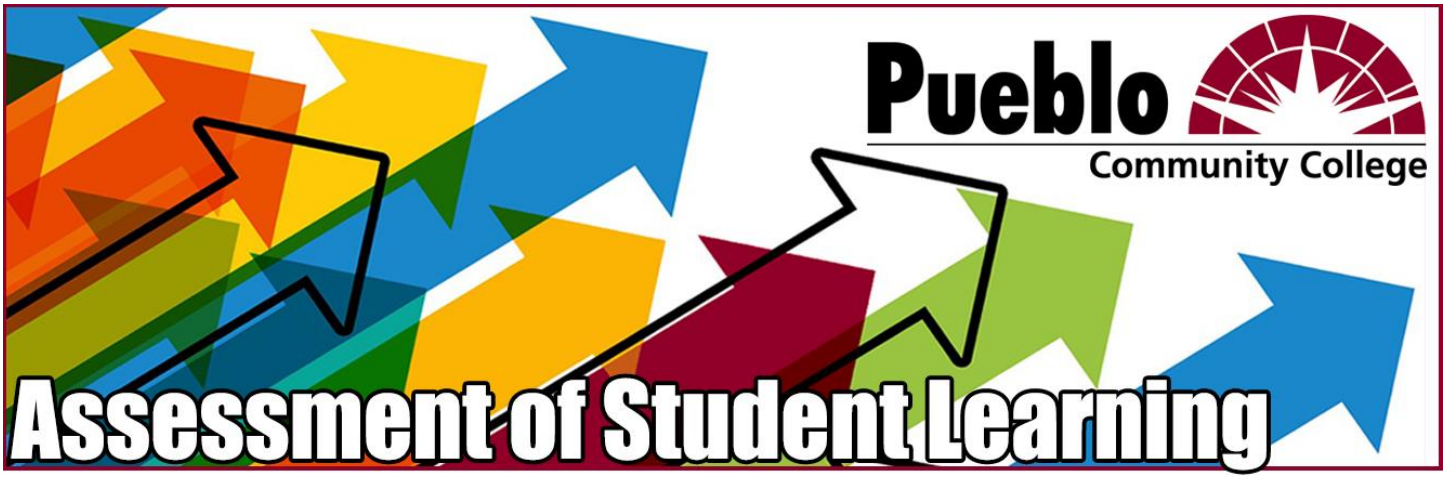

2017 Business & Advanced Technology Division Report

Table of Contents

Business & Advanced Technology Division Report

1. B&AT Overview of Assessment Activities

Table D1: B&AT Plans, Methods, & Sample Sizes by Department

Department	**Automotive Technology**			**(ASE)**
Sample Size	Courses: 27	Sections: 59	Students Scored: 744	Assessments: 59
Methods	Assignment Types (list): pre and post test			
Participants	Full-Time: 5 out of 5 Total		Part-Time: 1 out of 3 Total	
SLOs Assessed	CSLOs: 0	PSLOs:5	ISLOs: 18	Total SLOs: 23

Department	**Business & Accounting**			**(BUS)**
Sample Size	Courses: 8	Sections: 20	Students Scored: 309	Assessments: 20
Methods	Assignment Types (list): Post Test			
Participants	Full-Time: 3 out of 3 Total		Part-Time: 2 out of 2 Total	
SLOs Assessed	CSLOs: 25	PSLOs: 6	ISLOs: 12	Total SLOs: 43

Department	**Computer Information Systems**			**(CIS)**
Sample Size	Courses: 0	Sections: 0	Students Scored: 0	Assessments: 0
Methods	Assignment Types (list): N/A			
Participants	Full-Time: 0 out of 2 Total		Part-Time: 0 out of 4 Total	
SLOs Assessed	CSLOs: 0	PSLOs: 0	ISLOs: 0	Total SLOs: 0

Department	**Culinary Arts & Hospitality Studies**			**(CUA)**
Sample Size	Courses: 8	Sections: 12	Students Scored: 85	Assessments: 12
Methods	Assignment Types (list): Grand Buffet Industry Simulation			
Participants	Full-Time: 3 out of 3 Total		Part-Time: 4 out of 4 Total	
SLOs Assessed	CSLOs: 0	PSLOs: 4	ISLOs: 4	Total SLOs: 8

Department	**Office Administration & Health Information Technology**			**(HIT)**
Sample Size	Courses: 6	Sections: 10	Students Scored: 156	Assessments: 13
Methods	Assignment Types (list): Pre and Post Test			
Participants	Full-Time: 1 out of 1 Total		Part-Time: 2 out of 2 Total	
SLOs Assessed	CSLOs: 7	PSLOs: 4	ISLOs: 4	Total SLOs: 15

Department	**Machining & Industrial Technology Maintenance**			**(MAC)**
Sample Size	Courses: 1	Sections: 1	Students Scored: 10	Assessments: 3
Methods	Assignment Types (list): Professionalism Rubric			
Participants	Full-Time: 0 out of 2 Total		Part-Time: 0 out of 0 Total	
SLOs Assessed	CSLOs: 0	PSLOs: 0	ISLOs: 14	Total SLOs: 14

Department	**Media Communications**			**(MGD)**
Sample Size	Courses: 8	Sections: 9	Students Scored: 25	Assessments: 2
Methods	Assignment Types (list): Capstone Project			
Participants	Full-Time: 1 out of 1 Total		Part-Time: 1 out of 1 Total	
SLOs Assessed	CSLOs: 0	PSLOs: 1	ISLOs: 6	Total SLOs: 7

Department	Welding Technology			(WEL)
Sample Size	Courses: 14	Sections: 24	Students Scored: 233	Assessments: 26
Methods	Assignment Types (list): Guided Bend Test			
Participants	Full-Time: 8 out of 8 Total		Part-Time: 7 out of 7 Total	
SLOs Assessed	CSLOs: 0	PSLOs: 3	ISLOs: 19	Total SLOs: 22

2. B&AT Analysis of Assessment Results

Table D2: B&AT Division Overall Achievement Rates & Sample Sizes

ISLO Category	SP17	Sample	SU17	Sample	FA17	Sample
1: Critical Thinking	59.49%	1565	87.50%	48	55%	2186
2: Communication	63.23%	291	100.0%	9	69%	322
3. Quantitative Reasoning	91.31%	564	N/A	0	61%	625
4. Textual Literacy	55.17%	406	N/A	0	73%	523
5. Professionalism	78.11%	338	71.43%	21	66%	862
All ISLOs	66.87%	3187	84.62%	78	60.9%	4518

BA&T increased sample size from SP17 to FA 17. ISLO 2 and 4 increased due to directive from the assessment committee to create more assessments in these areas. ISLO 1, ISLO 3 and ISLO 5 have all decreased. Sample sizes increased 25%-50% in some cases for these ISLO's.

Goals for the division should include:

- Use of department created PSLO rubrics.
- Review of mapping.
- Creation of a division specific timeline for assessing and reporting.
- Review of all PSLO's for each department.
- Monthly meetings with department chairs through the end of AY18.

3. B&AT Summary of Improvement Plans

Automotive: Automotive will use a pass/fail system moving forward to increase student achievement and competency. Auto has access to CBT and will use this as a measure of student success moving forward. The department will create rubrics for newly created PSLO's that address safety and interactions with coworkers.

Business: Business will increase scores on 3 PSLO's to 80%. Increasing review of materials previously learned, guest speakers and Hybrid lab days are planned to increase scores.

Computer Information Systems: With no assessment prior, we have started assessment for Spring 2018. We will be using the CompTIA A+ industry standard cert (practice test) as the assessment for CNG 120. We are looking for improvement on the average test score for both the Hardware (901) and Software (902) tests. The goal would be for the 70% of students to get a passing score by the end of the semester on the Hardware practice test (Fall 2018).

Health Information Technology: HIT will increase Exemplary ratings on all post tests used for credentialing of students. Many of the practice tests used will be changed to include more questions of areas of difficulty students face when testing.

Hospitality: The department will improve the language in the current rubric to improve consistency among instructor scoring. The next assessment cycle will include additional PSLO's and rubrics for scoring.

Machining: No report received.

Media Communication: New assessments were used Fall 17. PSLO 2 will continued to be assessed in MGD 141, MGD 111 and MGD 112. This department has recently gone through a curriculum redesign and assessments being developed. A baseline has been developed and will be used to measure against next assessment cycle.

Welding: The department created a new assessment Fall 17. A Guided Bend Test is an industry standard test when applying for employment. Students at all levels of understanding were given this test. The department will continue this test and increase scores at all levels. They will also create a department rubric for Safety and Professionalism.

4. B&AT Challenges & Recommendations

Table D3: B&AT Challenges & Recommendations by Department

Dept.	Challenges	Recommendations
ASE	With movement to a pass/fail assessment process, will need to build new longitudinal data.	Continue assessing to collect longitudinal data. Identify and develop new strategies to improve ISLO performance to meet target goals. Create rubrics for new PSLOs and implement in 2018, if possible.
BUS	None noted at this time.	Identify and develop new strategies to improve ISLO performance to meet target goals.
CIS	No longitudinal data, as first assessments are taking place in Spring 2018.	Begin assessing ISLOs and building PSLOs for the department. Work on planning for Fall 2018 and beyond. Continue assessing to collect longitudinal data.
CUA	None noted at this time.	Identify and develop new strategies to improve ISLO performance to meet target goals.
HIT	Two compounded challenges are introduced with Closing the loop with increased levels of difficulty on practice tests in order to increase performance targets.	2018 will require detailed analysis to ensure that increased difficulty did not lead to decreased performance scores. Identify and develop new strategies to improve ISLO performance to meet target goals.
MAC	A small department with two faculty and no part-time instructors.	With assistance from Division Lead and the Assessment Committee, identify and develop new strategies to improve ISLO performance to meet target goals. Create PSLOs, mapped, with rubrics and implement in 2018, if possible.
MGD	Assessment redesign is good, though baseline scores are just being established; there is not yet any longitudinal data.	Continue assessing to collect longitudinal data. Identify and develop new strategies to improve ISLO performance to meet target goals. Create PSLOs, mapped, with rubrics and implement in 2018, if possible.
WEL	New assessment, so there is not yet any longitudinal data.	Continue assessing to collect longitudinal data. Identify and develop new strategies to improve ISLO performance to meet target goals.

Automotive Technology

Annual Improvement Plan
Closing the Assessment Loop

Department: Automotive Technology — Assessment Cycle: 2017
Teaching Staff: James Cordova — 3 Full-Time Faculty — 3 Part-Time Instructors

Part I. Plan Overview (Table)

What did you assess, how, and why?

1) **List** the Student Learning Outcomes (SLOs) assessed during this assessment cycle.
2) **Indicate** the SLO level - Course (C), Program (P), or Institution (I) - for each outcome assessed.
3) **Identify** the history of assessing this SLO: whether it is *New (N)* - not assessed prior to this cycle, *Ongoing (O)* - assessed in the previous cycle, and/or Continuing (C) - you intend to assess it in the next cycle.
4) **Specify** the methods used, including scoring tool(s) (e.g. Communication ISLO Rubric) and assignment/activity types (e.g. essay/paper, oral presentation, pre/post-test, etc.).
5) **Describe** what student demographic was assessed (e.g. which classes, number of sections, total enrollment/sample size).
6) **Record** the names and roles (e.g. full-time/part-time; faculty/staff) of participants in these assessment activities.

1) SLO	2) Level	3) History	4) Methods	5) Demographic	6) Participants
PSLO 04: Interpret vehicle information to determine a diagnosis and repairs needed to correct the problem.	PSLO	☐N ☐O ☒C	WE ARE CURRENTLY USING THE PROBLEM SOLVING AND CRITICAL THINKING RUBRIC BUT HAVE CREATED PROGRAM LEVEL RUBRICS. We also utilize pre and post testing	ALL ASE STUDENTS POST SECONDARY AND SECONDARY ENROLLED IN ASE PREFIXES.	JAMES CORDOVA, BILL KUIK, JOE JABURG, LEONARD POLLARI, JOHN RIGGIO AND JOHN DUSTON.
05: Clearly communicate findings (diagnosis of problem and recommended repairs) to customer in repair order.	PSLO	☐N ☐O ☒C	WE ARE CURRENTLY USING THE PROBLEM SOLVING AND CRITICAL THINKING RUBRIC BUT HAVE CREATED PROGRAM LEVEL RUBRICS. We also utilize pre and post testing	ALL ASE STUDENTS POST SECONDARY AND SECONDARY ENROLLED IN ASE PREFIXES.	JAMES CORDOVA, BILL KUIK, JOE JABURG, LEONARD POLLARI, JOHN RIGGIO AND JOHN DUSTON.
PSLO 06: Perform necessary vehicle repairs to correct diagnosed problem	PSLO	☐N ☐O ☒C	WE ARE CURRENTLY USING THE PROBLEM SOLVING AND CRITICAL THINKING RUBRIC BUT HAVE CREATED PROGRAM LEVEL RUBRICS. We also utilize pre and post testing	ALL ASE STUDENTS POST SECONDARY AND SECONDARY ENROLLED IN ASE PREFIXES.	JAMES CORDOVA, BILL KUIK, JOE JABURG, LEONARD POLLARI, JOHN RIGGIO AND JOHN DUSTON.

Automotive Technology

1) SLO	2) Level	3) History	4) Methods	5) Demographic	6) Participants
PSLO 07: Manage time effectively while conducting repairs.	PSLO	☐N ☐O ☒C	WE ARE CURRENTLY USING THE PROBLEM SOLVING AND CRITICAL THINKING RUBRIC BUT HAVE CREATED PROGRAM LEVEL RUBRICS. We also utilize pre and post testing	ALL ASE STUDENTS POST SECONDARY AND SECONDARY ENROLLED IN ASE PREFIXES.	JAMES CORDOVA, BILL KUIK, JOE JABURG, LEONARD POLLARI, JOHN RIGGIO AND JOHN DUSTON.
PSLO 09: Document compliance with industry practices for automotive repair	PSLO	☐N ☐O ☒C	WE ARE CURRENTLY USING THE PROBLEM SOLVING AND CRITICAL THINKING RUBRIC BUT HAVE CREATED PROGRAM LEVEL RUBRICS. We also utilize pre and post testing	ALL ASE STUDENTS POST SECONDARY AND SECONDARY ENROLLED IN ASE PREFIXES.	JAMES CORDOVA, BILL KUIK, JOE JABURG, LEONARD POLLARI, JOHN RIGGIO AND JOHN DUSTON.

Add or remove table rows as needed.

Part II. Results Summary (Attachment)

How did your students do?

1) **Generate** eLumen SLO Performance Report(s) for all SLOs assessed during the calendar year of this assessment cycle.
   - Include raw score counts, performance trends (% for each mastery level), and N/A (Not Assessed) counts for each SLO.
   - Select .csv or .xls format in the report options.
2) **Add** the following two columns to the spreadsheet report(s) generated:
   - Total Scores Recorded (sum of "Count" columns for all 4 mastery levels - do not include N/A count)
   - % Target Achieved (sum of "Percent" columns for "Exemplary" and "Accomplished" mastery levels)
3) **Attach** the updated Performance Report spreadsheet(s) to this document.

Part III. Key Findings (Discussion)

What did you learn? We learned that we need to move to a pass/fail grading scale in our lab courses to ensure that students can complete the job. This should increase our grading to an overall 80 percentile for the department as goal.

Together as a department, review the Results Summary, especially performance target achievement rates, and reflect on the following questions through discussion with faculty:

- **Student Performance:** How well are students learning and mastering these skills? What learning outcomes are they struggling with the most? In what areas did they excel?
- **Assessment Procedures:** How effective were the methods and tools used to assess student performance on these skills? What challenges did you face? What successes should be celebrated?
- **Future Improvements:** What opportunities for improving student learning do these findings reveal? Consider individual teaching practices, curricular adjustments, departmental collaborations, and modifications to assessment procedures (methods and tools).

Automotive Technology

Part IV. Next Steps (Table)

What will you do with this information?

List the immediate steps that your department will plan to take to improve student learning during the next assessment cycle.

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

Action Specific steps to improve learning, SLOs to assess next cycle, etc.	Goal Measurable target for relevant improvements based on findings.	Timeline Achievable deadline for implementing plan/change(s).	Participants List of faculty and staff involved in planned improvement activity.
PSLO 10: Adhere to industry expectations for dress code and professional interactions with coworkers and customers.	The departmental goal would to see an 80% passing rate in all ASE section to assist them with ASE certification in the future. This will happen by increasing CBT web based training in areas Subaru and Snap on to increase their stackable credentials. In the past we set a goal of 70% pass rate so we are looking for a ten percent increase in grade improvements. PASS/FAIL LAB OBJECTIVES	The timeline will begin in the Fall semester of 2018 and end after each semester but continue to be rolled over in the Spring of 2019.	JAMES CORDOVA, BILL KUIK, JOE JABURG, LEONARD POLLARI, JOHN RIGGIO AND JOHN DUSTON.

Automotive Technology

Action Specific steps to improve learning, SLOs to assess next cycle, etc.	Goal Measurable target for relevant improvements based on findings.	Timeline Achievable deadline for implementing plan/change(s).	Participants List of faculty and staff involved in planned improvement activity.
PSLO 11: Express respect and appreciation for coworkers and customers in a diverse automotive industry.	The departmental goal would to see an 80% passing rate in all ASE section to assist them with ASE certification in the future. This will happen by increasing CBT web based training in areas Subaru and Snap on to increase their stackable credentials. In the past we set a goal of 70% pass rate so we are looking for a ten percent increase in grade improvements. PASS/FAIL LAB OBJECTIVES	The timeline will begin in the Fall semester of 2018 and end after each semester but continue to be rolled over in the Spring of 2019.	JAMES CORDOVA, BILL KUIK, JOE JABURG, LEONARD POLLARI, JOHN RIGGIO AND JOHN DUSTON.
PSLO 02: Examine selected vehicle area to verify the problem.	The departmental goal would to see an 80% passing rate in all ASE section to assist them with ASE certification in the future. This will happen by increasing CBT web based training in areas Subaru and Snap on to increase their stackable credentials. In the past we set a goal of 70% pass rate so we are looking for a ten percent increase in grade improvements. PASS/FAIL LAB OBJECTIVES	The timeline will begin in the Fall semester of 2018 and end after each semester but continue to be rolled over in the Spring of 2019.	JA JAMES CORDOVA, BILL KUIK, JOE JABURG, LEONARD POLLARI, JOHN RIGGIO AND JOHN DUSTON. MES CORDOVA, BILL KUIK, JOE JABURG, LEONARD POLLARI, JOHN RIGGIO AND JOHN DUSTON.

Automotive Technology

Action Specific steps to improve learning, SLOs to assess next cycle, etc.	Goal Measurable target for relevant improvements based on findings.	Timeline Achievable deadline for implementing plan/change(s).	Participants List of faculty and staff involved in planned improvement activity.
PSLO 03: Troubleshoot vehicle systems related to problem areas as appropriate for symptoms that present.	The departmental goal would to see an 80% passing rate in all ASE section to assist them with ASE certification in the future. This will happen by increasing CBT web based training in areas Subaru and Snap on to increase their stackable credentials. In the past we set a goal of 70% pass rate so we are looking for a ten percent increase in grade improvements. PASS/FAIL LAB OBJECTIVES	The timeline will begin in the Fall semester of 2018 and end after each semester but continue to be rolled over in the Spring of 2019.	JAMES CORDOVA, BILL KUIK, JOE JABURG, LEONARD POLLARI, JOHN RIGGIO AND JOHN DUSTON.
PSLO 04: Interpret vehicle information to determine a diagnosis and repairs needed to correct the problem.	The departmental goal would to see an 80% passing rate in all ASE section to assist them with ASE certification in the future. This will happen by increasing CBT web based training in areas Subaru and Snap on to increase their stackable credentials. In the past we set a goal of 70% pass rate so we are looking for a ten percent increase in grade improvements. PASS/FAIL LAB OBJECTIVES	The timeline will begin in the Fall semester of 2018 and end after each semester but continue to be rolled over in the Spring of 2019.	JAMES CORDOVA, BILL KUIK, JOE JABURG, LEONARD POLLARI, JOHN RIGGIO AND JOHN DUSTON.

Add or remove table rows as needed.

Part V. Submit (Email): Send your completed Improvement Plan to your Division's Assessment Lead. Once reviewed and finalized, Leads will post all Improvement Plans to the U: drive.

Culinary Arts & Hospitality Studies

Annual Improvement Plan
Closing the Assessment Loop

Department: Culinary Arts & Hospitality — Assessment Cycle: 2017
Teaching Staff: Mo Montgomery, John Jakeman, Ed Tracey — 3 Full-Time Faculty — 5 Part-Time Instructors

Part I. Plan Overview (Table)

What did you assess, how, and why?

1) **List** the Student Learning Outcomes (SLOs) assessed during this assessment cycle.
2) **Indicate** the SLO level - Course (C), Program (P), or Institution (I) - for each outcome assessed.
3) **Identify** the history of assessing this SLO: whether it is *New (N)* - not assessed prior to this cycle, *Ongoing (O)* - assessed in the previous cycle, and/or Continuing (C) - you intend to assess it in the next cycle.
4) **Specify** the methods used, including scoring tool(s) (e.g. Communication ISLO Rubric) and assignment/activity types (e.g. essay/paper, oral presentation, pre/post-test, etc.).
5) **Describe** what student demographic was assessed (e.g. which classes, number of sections, total enrollment/sample size).
6) **Record** the names and roles (e.g. full-time/part-time; faculty/staff) of participants in these assessment activities.

1) SLO	2) Level	3) History	4) Methods	5) Demographic	6) Participants
Apply problem solving skills in a variety of customer service and industry settings.	PSLO	☐N ☒O ☐C	Observation	Beginning, Intermediate, and advanced, all students evaluated at different times in program.	85
Demonstrate commitment to professional growth and interactions with guests and colleagues in indudtry settings.	PSLO	☐N ☒O ☐C	Observation	Beginning, Intermediate, and advanced, all students evaluated at different times in program.	85

Add or remove table rows as needed.

Part II. Results Summary (Attachment)

How did your students do?

1) **Generate** eLumen SLO Performance Report(s) for all SLOs assessed during the calendar year of this assessment cycle.
   - Include raw score counts, performance trends (% for each mastery level), and N/A (Not Assessed) counts for each SLO.
   - Select .csv or .xls format in the report options.
2) **Add** the following two columns to the spreadsheet report(s) generated:
   - Total Scores Recorded (sum of "Count" columns for all 4 mastery levels - do not include N/A count)
   - % Target Achieved (sum of "Percent" columns for "Exemplary" and "Accomplished" mastery levels)

Culinary Arts & Hospitality Studies

3) **Attach** the updated Performance Report spreadsheet(s) to this document.

Part III. Key Findings (Discussion)

What did you learn?

Together as a department, review the Results Summary, especially performance target achievement rates, and reflect on the following questions through discussion with faculty:

- **Student Performance:** How well are students learning and mastering these skills? What learning outcomes are they struggling with the most? In what areas did they excel?
- **Assessment Procedures:** How effective were the methods and tools used to assess student performance on these skills? What challenges did you face? What successes should be celebrated?
- **Future Improvements:** What opportunities for improving student learning do these findings reveal? Consider individual teaching practices, curricular adjustments, departmental collaborations, and modifications to assessment procedures (methods and tools).

Part IV. Next Steps (Table)

What will you do with this information?

List the immediate steps that your department will plan to take to improve student learning during the next assessment cycle.

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

Action Specific steps to improve learning, SLOs to assess next cycle, etc.	Goal Measurable target for relevant improvements based on findings.	Timeline Achievable deadline for implementing plan/change(s).	Participants List of faculty and staff involved in planned improvement activity.
Take the rubric we're using and develop with more program-specific language.	80-85% achieve a 3 or higher	End of Assessment Year 2018	Target is 100% of instructors, full and part-time.

Add or remove table rows as needed.

Part V. Submit (Email): Send your completed Improvement Plan to your Division's Assessment Lead. Once reviewed and finalized, Leads will post all Improvement Plans to the U: drive.

Media Communications

Annual Improvement Plan
Closing the Assessment Loop

Department: Media Communications (formerly Visual Comm Assessment Cycle: Fall 2017 / Spring 2018
Teaching Staff: Shawna Shoaf 1 Full-Time Faculty 2-4 Part-Time Instructors

Part I. Plan Overview (Table)

What did you assess, how, and why?

1) **List** the Student Learning Outcomes (SLOs) assessed during this assessment cycle.
2) **Indicate** the SLO level - Course (C), Program (P), or Institution (I) - for each outcome assessed.
3) **Identify** the history of assessing this SLO: whether it is *New (N)* - not assessed prior to this cycle, *Ongoing (O)* - assessed in the previous cycle, and/or Continuing (C) - you intend to assess it in the next cycle.
4) **Specify** the methods used, including scoring tool(s) (e.g. Communication ISLO Rubric) and assignment/activity types (e.g. essay/paper, oral presentation, pre/post-test, etc.).
5) **Describe** what student demographic was assessed (e.g. which classes, number of sections, total enrollment/sample size).
6) **Record** the names and roles (e.g. full-time/part-time; faculty/staff) of participants in these assessment activities.

1) SLO	2) Level	3) History	4) Methods	5) Demographic	6) Participants
Media Communications: PSLO 2: Effectively use industry required digital media technology/software to execute media based projects appropriate the field in which they work.	PSLO	☒N ☐O ☐C	Distribute PSLO specific rubric to all active sections of sections of MGD 111 (Fall '17), MGD 112 (Spring '18).	The student demographic that will be assessed in AY 2017/18 will includes course work specific to technology / software specific to industry standards.	Shoaf, Faculty/Full-time
MGD 141 Web Design I CSLO 1. Develop a basic understanding of the Internet and WWW and Web Standards.	CSLO	☐N ☐O ☒C	CSLO Rubric developed to reflect acceptable improvement of pre- and post- test of HTML and CSS Basics. Students should show a marked increase in test scores between the Pre- and Post-test. Student should perform at 70% or above in the post-test.	Students participating in MGD 141 Web Design I	Jayson Peters, Part-time
JOU 105 Intro Mass Media	Select	☐N ☐O ☒C	Enter text.	Enter text.	Mark Craddock, PT

Media Communications

1) SLO	2) Level	3) History	4) Methods	5) Demographic	6) Participants
PCC Professionalism & Social Consciousness	ISLO	☐N ☐O ☒C	ISLO Rubric distribution with the intend for the instructor to observe. Students will be provided the rubric at semester start. Observations and feedback will be accomplished at mid-term and semester end.	Distribution to second year Visual Communications (Graphic Design Students)	Shawna Shoaf, FT
Principles of Design Rubric "Norming"	CSLO	☐N ☐O ☐C	Principles Rubric was developed and tested in Fall 2017. Issues concerning the performance of student in areas specific	Enter text.	Name, Status

Add or remove table rows as needed.

Part II. Results Summary (Attachment)

How did your students do?

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3) **Attach** the updated Performance Report spreadsheet(s) to this document.

Part III. Key Findings (Discussion)

What did you learn?

Together as a department, review the Results Summary, especially performance target achievement rates, and reflect on the following questions through discussion with faculty:

- **Student Performance:** How well are students learning and mastering these skills? What learning outcomes are they struggling with the most? In what areas did they excel?
- **Assessment Procedures:** How effective were the methods and tools used to assess student performance on these skills? What challenges did you face? What successes should be celebrated?
- **Future Improvements:** What opportunities for improving student learning do these findings reveal? Consider individual teaching practices, curricular adjustments, departmental collaborations, and modifications to assessment procedures (methods and tools).

Media Communications

Part IV. Next Steps (Table)

What will you do with this information?

List the immediate steps that your department will plan to take to improve student learning during the next assessment cycle.

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

Action Specific steps to improve learning, SLOs to assess next cycle, etc.	Goal Measurable target for relevant improvements based on findings.	Timeline Achievable deadline for implementing plan/change(s).	Participants List of faculty and staff involved in planned improvement activity.
Students are improving in confidence with the technology/software and coding methods. There is marked increase of performance between first and second semester data. Students struggle the most is evaluating their own work, and mechanics (i.e. grammar, spelling).	PSLO 6: Critically evaluate their own work and that of others for clarity, appropriate style, correct use of technology, and grammatical correctness as required within a variety of written and/or visual media communications solutions. Distribute PSLO specific rubric to all active sections on the Pueblo Campus and CC High. Activities include essay, written paper, oral presentations, and demonstrated communications solutions.	The student demographic that will be assessed in AY 2017/19 will be first year course sections across Media Communications Programs. Includes sections: MGD, RTV	Shawna Shoaf, faculty Jayson Peters, PT “NEW”, PT CCHS Concurrent, PT
	Enter text.	Enter text.	Enter text.
	Enter text.	Enter text.	Enter text.
Enter text.	Enter text.	Enter text.	Enter text.

Media Communications

Action Specific steps to improve learning, SLOs to assess next cycle, etc.	Goal Measurable target for relevant improvements based on findings.	Timeline Achievable deadline for implementing plan/change(s).	Participants List of faculty and staff involved in planned improvement activity.
Enter text.	Enter text.	Enter text.	Enter text.

Add or remove table rows as needed.

Part V. Submit (Email): Send your completed Improvement Plan to your Division's Assessment Lead. Once reviewed and finalized, Leads will post all Improvement Plans to the U: drive.

Annual Improvement Plan
Closing the Assessment Loop

Department: Office Administration & Health Information Technology Assessment Cycle: F 17
Teaching Staff: Marianne Horvath, Gayla Horn, Tammy Stoeber, Roberto Newman, Iwona Kaczynska-Pangtay , Lois Eldridge 1 Full-Time Faculty 5 Part-Time Instructors

Part I. Plan Overview (Table)

What did you assess, how, and why?

1) **List** the Student Learning Outcomes (SLOs) assessed during this assessment cycle.
2) **Indicate** the SLO level - Course (C), Program (P), or Institution (I) - for each outcome assessed.
3) **Identify** the history of assessing this SLO: whether it is *New (N)* - not assessed prior to this cycle, *Ongoing (O)* - assessed in the previous cycle, and/or Continuing (C) - you intend to assess it in the next cycle.
4) **Specify** the methods used, including scoring tool(s) (e.g. Communication ISLO Rubric) and assignment/activity types (e.g. essay/paper, oral presentation, pre/post-test, etc.).
5) **Describe** what student demographic was assessed (e.g. which classes, number of sections, total enrollment/sample size).
6) **Record** the names and roles (e.g. full-time/part-time; faculty/staff) of participants in these assessment activities.

1) SLO	2) Level	3) History	4) Methods	5) Demographic	6) Participants
Identify medical terms as they relate to each body system.	CSLO	☐N ☒O ☒C	Pre/Post-Test	HIT 102 01, 16 students	Marianne Horvath, FT
Demonstrate proper pronunciation and spelling of medical terms as they relate to each body system.	CSLO	☐N ☒O ☒C	Pre/Post-Test	HIT 102 01, 16 students	Marianne Horvath, FT
Apply confidentiality, privacy and security measures and policies and procedures for internal and external use and exchange to protect electronic health information (includes state and federal privacy and security laws, internal and external standards, regulations and initiatives.	CSLO	☒N ☐O ☒C	Pre/Post-Test	HIT 112, 24 students	Iwona Kaczynska-Pangtay, PT
Interpret the content of the patient health care record in order to assign diagnostic and procedure codes using the ICD coding system; apply diagnostic and procedure coding conventions in code assignment.	CSLO	☒N ☐O ☒C	Pre/Post-Test	HIT 220 01, 02, 35 students	Tammy Stoeber, PT

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1) SLO	2) Level	3) History	4) Methods	5) Demographic	6) Participants
Apply Diagnosis/procedure codes according to current CPT and HCPCS guidelines.	CSLO	☒N ☐O ☒C	Pre/Post-Test	HIT 241 01, 02, 35 students	Iwona Kaczynska-Pangtay, PT
List the major categories of human disease care and management.	CSLO	☒N ☐O ☒C	Pre/Post-Test	HPR 232 03	Marianne Horvath, FT
Identify medications within commonly prescribed drug/pharmaceutical categories.	CSLO	☒N ☐O ☒C	Pre/Post-Test	HPR 232 03	Marianne Horvath, FT

Add or remove table rows as needed.

Part II. Results Summary (Attachment)

How did your students do?

1) **Generate** eLumen SLO Performance Report(s) for all SLOs assessed during the calendar year of this assessment cycle.
   - Include raw score counts, performance trends (% for each mastery level), and N/A (Not Assessed) counts for each SLO.
   - Select .csv or .xls format in the report options.
2) **Add** the following two columns to the spreadsheet report(s) generated:
   - Total Scores Recorded (sum of "Count" columns for all 4 mastery levels - do not include N/A count)
   - % Target Achieved (sum of "Percent" columns for "Exemplary" and "Accomplished" mastery levels)
3) **Attach** the updated Performance Report spreadsheet(s) to this document.

Part III. Key Findings (Discussion)

What did you learn?

Together as a department, review the Results Summary, especially performance target achievement rates, and reflect on the following questions through discussion with faculty:

- **Student Performance:** How well are students learning and mastering these skills? What learning outcomes are they struggling with the most? In what areas did they excel?
- **Assessment Procedures:** How effective were the methods and tools used to assess student performance on these skills? What challenges did you face? What successes should be celebrated?
- **Future Improvements:** What opportunities for improving student learning do these findings reveal? Consider individual teaching practices, curricular adjustments, departmental collaborations, and modifications to assessment procedures (methods and tools).

Part IV. Next Steps (Table)

What will you do with this information?

List the immediate steps that your department will plan to take to improve student learning during the next assessment cycle.

- Be as **specific, concrete, and concise** as possible in describing your action steps.

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- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

Action Specific steps to improve learning, SLOs to assess next cycle, etc.	Goal Measurable target for relevant improvements based on findings.	Timeline Achievable deadline for implementing plan/change(s).	Participants List of faculty and staff involved in planned improvement activity.
HIT 102 – Encourage students to take advantage of all opportunities embedded in course to practice pronunciation.	Increase "Exemplary" to 85% on pronunciation post-test.	F18	TBD
HIT 102 – Require more evidence of use of Practice Modules in Assignments.	Increase "Exemplary" to 5% on multiple choice post-test.	F18	TBD
HIT 102 - Create Quizlet Flashcard assignment in the beginning of the semester, that students will be encouraged to use throughout the semester.	Increase "Exemplary" to 5% on multiple choice post-test.	F18	TBD
HIT 112 - Increase number of questions on the Pre- and Post-Assessments to at least 2 per Learning Objective.	Ensure/increase accuracy of pre- and post-tests.	F18	TBD
HIT 220 – Re-design pre- and post- test to reflect more coding, increase number of questions to at least 2 per Learning Objective.	Ensure/increase accuracy of pre- and post-tests.	F18	TBD
HIT 241 - Increase number of questions on the Pre- and Post-Assessments to at least 2 per Learning Objective.	Ensure/increase accuracy of pre- and post-tests.	F18	TBD
HPR 232 – Replace Pharmacology Text to one with content more appropriate for medical coding.	Increase performance on Target by 23%.	F18	TBD

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Action Specific steps to improve learning, SLOs to assess next cycle, etc.	Goal Measurable target for relevant improvements based on findings.	Timeline Achievable deadline for implementing plan/change(s).	Participants List of faculty and staff involved in planned improvement activity.
HPR 232 – Evaluate number of questions in pre- and post-tests	Increase performance to Targets by 3%.	F18	TBD
HPR 232 – Evaluate questions on the Pre- and Post-Assessments to ensure that there are at least 2 per Learning Objective	Ensure/increase accuracy of pre- and post-tests.	F18	TBD

Add or remove table rows as needed.

Part V. Submit (Email): Send your completed Improvement Plan to your Division's Assessment Lead. Once reviewed and finalized, Leads will post all Improvement Plans to the U: drive.

Welding Technology

Annual Improvement Plan
Closing the Assessment Loop

Department: Welding — Assessment Cycle: 2017
Teaching Staff: 7 Full-Time Faculty 9 Part-Time Instructors

Part I. Plan Overview (Table)

What did you assess, how, and why?

1) **List** the Student Learning Outcomes (SLOs) assessed during this assessment cycle.
2) **Indicate** the SLO level - Course (C), Program (P), or Institution (I) - for each outcome assessed.
3) **Identify** the history of assessing this SLO: whether it is *New (N)* - not assessed prior to this cycle, *Ongoing (O)* - assessed in the previous cycle, and/or Continuing (C) - you intend to assess it in the next cycle.
4) **Specify** the methods used, including scoring tool(s) (e.g. Communication ISLO Rubric) and assignment/activity types (e.g. essay/paper, oral presentation, pre/post-test, etc.).
5) **Describe** what student demographic was assessed (e.g. which classes, number of sections, total enrollment/sample size).
6) **Record** the names and roles (e.g. full-time/part-time; faculty/staff) of participants in these assessment activities.

1) SLO	2) Level	3) History	4) Methods	5) Demographic	6) Participants
Demonstrate proper welding and torch angles in regard/relationship to weld joint configuration and plate surface.	PSLO	☐N ☐O ☒ C	The activity type was weld project/ technical skills demonstration. Scores were input on a rubric ranging 1-4 exemplary to beginning. Instructors were required to use industry standard measurement devices to more accurately score student projects. This was done at the end of the semester to get an overall picture on how much each student has developed.	WEL 102/3 sections, WEL 104,WEL 106, WEL 124, WEL 125, WEL 142, WEL 233, WEL 234, WEL 248, WEL 250/2 sections. 136 students.	Lawrence Romero, full-time/faculty Matthew Cox part-time/ instructor Joseph Studen part-time/instructor John Sinks, full time/faculty Roger Wolf, full-time/faculty Brad Paglione full-time/faculty Patrick Gallegos part-time/instructor Cody Hager full-time/faculty Emilio Gonzales part-time/instructor

Welding Technology

1) SLO	2) Level	3) History	4) Methods	5) Demographic	6) Participants
Adhere to proper rate of travel when preforming the OFC-P, SMAW, GMAW, GTAW and FCAW welding and cutting process.	PSLO	☐N ☒O ☐C	The activity type was weld project/ technical skills demonstration. Scores were input on a rubric ranging 1-4 exemplary to beginning. Instructors were required to use industry standard measurement devices to more accurately score student projects. This was done at the end of the semester to get an overall picture on how much each student has developed.	WEL 102/3 sections, WEL 104,WEL 106, WEL 124, WEL 125, WEL 142, WEL 233, WEL 234, WEL 248, WEL 250/2 sections. 125 students.	Lawrence Romero, full-time/faculty Matthew Cox part-time/ instructor Joseph Studen part-time/instructor John Sinks, full time/faculty Roger Wolf, full-time/faculty Brad Paglione full-time/faculty Patrick Gallegos part-time/instructor Cody Hager full-time/faculty Emilio Gonzales part-time/instructor
Accurately create a proper sized fillet weld in a manner conforming to the project print.	PSLO	☒N☐O ☐C	he activity type was weld project/ technical skills demonstration. Scores were input on a rubric ranging 1-4 exemplary to beginning. Instructors were required to use industry standard measurement devices to more accurately score student projects. This was done at the end of the semester to get an overall picture on how much each student has developed.	WEL 102/3 sections, WEL 104,WEL 106, WEL 124, WEL 125, WEL 142, WEL 233, WEL 234, WEL 248, WEL 250/2 sections. 125 students.	Lawrence Romero, full-time/faculty Matthew Cox part-time/ instructor Joseph Studen part-time/instructor John Sinks, full time/faculty Roger Wolf, full-time/faculty Brad Paglione full-time/faculty Patrick Gallegos part-time/instructor Cody Hager full-time/faculty Emilio Gonzales part-time/instructor

Add or remove table rows as needed.

Part II. Results Summary (Attachment)

How did your students do?

1) **Generate** eLumen SLO Performance Report(s) for all SLOs assessed during the calendar year of this assessment cycle.
    - Include raw score counts, performance trends (% for each mastery level), and N/A (Not Assessed) counts for each SLO.

Welding Technology

- Select .csv or .xls format in the report options.

2) **Add** the following two columns to the spreadsheet report(s) generated:
   - Total Scores Recorded (sum of "Count" columns for all 4 mastery levels - do not include N/A count)
   - % Target Achieved (sum of "Percent" columns for "Exemplary" and "Accomplished" mastery levels)
3) **Attach** the updated Performance Report spreadsheet(s) to this document.

Part III. Key Findings (Discussion)

What did you learn? We learned that we need to move to a pass/fail grading scale in our lab courses to ensure that students can complete the job. This should increase our grading to an overall 80 percentile for the department as goal.

Together as a department, review the Results Summary, especially performance target achievement rates, and reflect on the following questions through discussion with faculty:

- **Student Performance:** How well are students learning and mastering these skills? What learning outcomes are they struggling with the most? In what areas did they excel?
- **Assessment Procedures:** How effective were the methods and tools used to assess student performance on these skills? What challenges did you face? What successes should be celebrated?
- **Future Improvements:** What opportunities for improving student learning do these findings reveal? Consider individual teaching practices, curricular adjustments, departmental collaborations, and modifications to assessment procedures (methods and tools).

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List the immediate steps that your department will plan to take to improve student learning during the next assessment cycle.

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- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

Welding Technology

Action Specific steps to improve learning, SLOs to assess next cycle, etc.	Goal Measurable target for relevant improvements based on findings.	Timeline Achievable deadline for implementing plan/change(s).	Participants List of faculty and staff involved in planned improvement activity.
Remove the three current SLOs. Replace with new please see attached word doc.	We would like to make these changes asap. Guided bend test are done throughout the semester and are usually given as a final project. We can start assess this Spring 18'	I would like to have these changes in by no later than March 30th , 2018	Catlin Davis, Roger Wolfe, Brad Paglione, John Sinks, Larry Romero, Cody Hager, Rob Reed, Daniel Vinci

Add or remove table rows as needed.

Part V. Submit (Email): Send your completed Improvement Plan to your Division's Assessment Lead. Once reviewed and finalized, Leads will post all Improvement Plans to the U: drive.

Business & Advanced Technology – 2017 Detailed Results

Dept	Prog	ISLO	Term	4 - #	4 3 %	3 - #	3 - %	2 - #	2 - %	1 - #	1 - %	N/A	Total	% Target
ASE	ASE	1a: Interpret, analyze, and assess available evidence, information, and ideas	FA17	59	14.8%	130	32.5%	201	50.3%	10	2.5%	15	400	47.25%
ASE	ASE	1a: Interpret, analyze, and assess available evidence, information, and ideas	SP17	39	14.9%	108	41.2%	86	32.8%	29	11.1%	13	262	56.1%
ASE	ASE	1a: Interpret, analyze, and assess available evidence, information, and ideas	SU17	0	0.0%	10	83.3%	2	16.7%	0	0.0%	0	12	83.3%
ASE	ASE	1b: Explore implications, inferences, assumptions, and alternate solutions	FA17	66	16.5%	130	32.5%	199	49.8%	5	1.3%	15	400	49.0%
ASE	ASE	1b: Explore implications, inferences, assumptions, and alternate solutions	SP17	39	14.9%	115	43.9%	78	29.8%	30	11.5%	13	262	58.8%
ASE	ASE	1b: Explore implications, inferences, assumptions, and alternate solutions	SU17	0	0.0%	10	83.3%	2	16.7%	0	0.0%	0	12	83.3%
ASE	ASE	1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	FA17	56	14.0%	137	34.3%	197	49.3%	10	2.5%	15	400	48.3%
ASE	ASE	1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	SP17	37	14.1%	106	40.5%	90	34.4%	29	11.1%	13	262	54.6%
ASE	ASE	1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	SU17	0	0.0%	11	91.7%	1	8.3%	0	0.0%	0	12	91.7%
ASE	ASE	1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	FA17	56	14.0%	139	34.8%	197	49.3%	8	2.0%	15	400	48.8%
ASE	ASE	1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	SP17	0	0.0%	0	0.0%	13	76.5%	4	23.5%	0	17	0.0%
ASE	ASE	1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	SP17	42	17.6%	105	44.1%	64	26.9%	27	11.3%	20	238	61.8%
ASE	ASE	1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	SU17	0	0.0%	11	91.7%	1	8.3%	0	0.0%	0	12	91.7%
ASE	ASE	2a: Organize and express ideas clearly in both written and oral communication	FA17	17	77.3%	5	22.7%	0	0.0%	0	0.0%	0	22	100%
ASE	ASE	2a: Organize and express ideas clearly in both written and oral communication	SP17	0	0.0%	2	11.8%	13	76.5%	2	11.8%	0	17	11.8%
ASE	ASE	2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus	FA17	19	86.4%	3	13.6%	0	0.0%	0	0.0%	0	22	100%
ASE	ASE	2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus	SP17	0	0.0%	2	11.8%	13	76.5%	2	11.8%	0	17	11.8%
ASE	ASE	2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	FA17	16	72.7%	6	27.3%	0	0.0%	0	0.0%	0	22	100%
ASE	ASE	2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience	FA17	11	50.0%	11	50.0%	0	0.0%	0	0.0%	0	22	100%

Business & Advanced Technology – 2017 Detailed Results

Dept	Prog	ISLO	Term	4 - #	4 3 %	3 - #	3 - %	2 - #	2 - %	1 - #	1 - %	N/A	Total	% Target
ASE	ASE	4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources	FA17	0	0.0%	0	0.0%	1	100%	0	0.0%	0	1	0.0%
ASE	ASE	4b: Locate relevant and reliable information from a variety of sources as appropriate for the context	FA17	0	0.0%	0	0.0%	1	100%	0	0.0%	0	1	0.0%
ASE	ASE	4b: Locate relevant and reliable information from a variety of sources as appropriate for the context	SP17	0	0.0%	1	5.9%	13	76.5%	3	17.6%	0	17	5.9%
ASE	ASE	4c: Evaluate the relevance and reliability of information and its appropriateness for the context	FA17	0	0.0%	0	0.0%	1	100%	0	0.0%	0	1	0.0%
ASE	ASE	4c: Evaluate the relevance and reliability of information and its appropriateness for the context	SP17	0	0.0%	2	11.8%	13	76.5%	2	11.8%	0	17	11.8%
ASE	ASE	4d: Select suitable information and materials and apply proper methods in order to accomplish tasks	FA17	0	0.0%	0	0.0%	1	100%	0	0.0%	0	1	0.0%
ASE	ASE	4d: Select suitable information and materials and apply proper methods in order to accomplish tasks	SP17	0	0.0%	0	0.0%	13	76.5%	4	23.5%	0	17	0.0%
ASE	ASE	5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments	FA17	6	16.7%	9	25.0%	20	55.6%	1	2.8%	0	36	41.7%
ASE	ASE	5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments	SP17	1	11.1%	6	66.7%	1	11.1%	1	11.1%	0	9	77.8%
ASE	ASE	5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments	SU17	0	0.0%	1	50.0%	1	50.0%	0	0.0%	0	2	50.0%
ASE	ASE	5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed	FA17	7	19.4%	8	22.2%	20	55.6%	1	2.8%	0	36	41.7%
ASE	ASE	5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed	SP17	1	11.1%	6	66.7%	1	11.1%	1	11.1%	0	9	77.8%
ASE	ASE	5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed	SU17	0	0.0%	1	50.0%	1	50.0%	0	0.0%	0	2	50.0%
ASE	ASE	5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work	FA17	7	19.4%	8	22.2%	20	55.6%	1	2.8%	0	36	41.7%
ASE	ASE	5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work	SP17	2	22.2%	5	55.6%	1	11.1%	1	11.1%	0	9	77.8%
ASE	ASE	5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work	SU17	0	0.0%	1	50.0%	1	50.0%	0	0.0%	0	2	50.0%
ASE	ASE	5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration	FA17	9	25.0%	6	16.7%	20	55.6%	1	2.8%	0	36	41.7%

Business & Advanced Technology – 2017 Detailed Results

Dept	Prog	ISLO	Term	4 - #	4 3 %	3 - #	3 - %	2 - #	2 - %	1 - #	1 - %	N/A	Total	% Target
ASE	ASE	5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration	SP17	1	11.1%	6	66.7%	1	11.1%	1	11.1%	0	9	77.8%
ASE	ASE	5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration	SU17	0	0.0%	1	50.0%	1	50.0%	0	0.0%	0	2	50.0%
ASE	ASE	5c-1: Engage with local and extended communities to promote civic action and social improvement	FA17	9	25.0%	5	13.9%	21	58.3%	1	2.8%	0	36	38.9%
ASE	ASE	5c-1: Engage with local and extended communities to promote civic action and social improvement	SP17	0	0.0%	3	60.0%	1	20.0%	1	20.0%	4	5	60.0%
ASE	ASE	5c-1: Engage with local and extended communities to promote civic action and social improvement	SU17	0	0.0%	1	50.0%	1	50.0%	0	0.0%	0	2	50.0%
ASE	ASE	5c-2: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge.	FA17	9	25.0%	5	13.9%	21	58.3%	1	2.8%	0	36	38.9%
ASE	ASE	5c-2: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge.	SP17	2	22.2%	4	44.4%	2	22.2%	1	11.1%	0	9	66.7%
ASE	ASE	5c-2: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge.	SU17	0	0.0%	1	50.0%	1	50.0%	0	0.0%	0	2	50.0%
BUS	ACC	1a: Interpret, analyze, and assess available evidence, information, and ideas	FA17	36	33.0%	27	24.8%	9	8.3%	37	33.9%	63	109	57.8%
BUS	ACC	1a: Interpret, analyze, and assess available evidence, information, and ideas	SP17	66	26.5%	78	31.3%	38	15.3%	67	26.9%	131	249	57.8%
BUS	ACC	2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	FA17	20	29.4%	29	42.6%	7	10.3%	12	17.6%	44	68	72.1%
BUS	ACC	2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	SP17	59	42.8%	34	24.6%	23	16.7%	22	15.9%	67	138	67.4%
BUS	ACC	3c: Select appropriate numerical data, functions, and formulae to perform accurate computations	FA17	5	33.3%	6	40.0%	1	6.7%	3	20.0%	5	15	73.3%
BUS	ACC	3c: Select appropriate numerical data, functions, and formulae to perform accurate computations	SP17	39	55.7%	20	28.6%	3	4.3%	8	11.4%	50	70	84.3%
BUS	ACC	3e: Formulate reasonable solutions and draw logical conclusions from numerical data	FA17	4	21.1%	3	15.8%	1	5.3%	11	57.9%	17	19	36.8%
BUS	ACC	3e: Formulate reasonable solutions and draw logical conclusions from numerical data	SP17	11	33.3%	12	36.4%	4	12.1%	6	18.2%	17	33	69.7%

Business & Advanced Technology – 2017 Detailed Results

Dept	Prog	ISLO	Term	4 - #	4 3 %	3 - #	3 - %	2 - #	2 - %	1 - #	1 - %	N/A	Total	% Target
BUS	ACC	4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources	FA17	49	57.0%	14	16.3%	7	8.1%	16	18.6%	32	86	73.3%
BUS	ACC	4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources	SP17	77	35.6%	77	35.6%	20	9.3%	42	19.4%	129	216	71.3%
BUS	BUS	1a: Interpret, analyze, and assess available evidence, information, and ideas	FA17	3	12.0%	14	56.0%	6	24.0%	2	8.0%	3	25	68.0%
BUS	BUS	1a: Interpret, analyze, and assess available evidence, information, and ideas	SP17	3	30.0%	5	50.0%	1	10.0%	1	10.0%	0	10	80.0%
BUS	BUS	1b: Explore implications, inferences, assumptions, and alternate solutions	FA17	4	16.7%	17	70.8%	1	4.2%	2	8.3%	4	24	87.5%
BUS	BUS	1b: Explore implications, inferences, assumptions, and alternate solutions	SP17	1	10.0%	5	50.0%	3	30.0%	1	10.0%	0	10	60.0%
BUS	BUS	1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	FA17	6	26.1%	15	65.2%	1	4.3%	1	4.3%	5	23	91.3%
BUS	BUS	1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	SP17	1	10.0%	6	60.0%	2	20.0%	1	10.0%	0	10	70.0%
BUS	BUS	1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	FA17	7	31.8%	14	63.6%	1	4.5%	0	0.0%	6	22	95.5%
BUS	BUS	1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	SP17	3	30.0%	6	60.0%	1	10.0%	0	0.0%	0	10	90.0%
BUS	BUS	3a: Interpret and explain information presented as numerical data, functions, and formulae	FA17	7	36.8%	10	52.6%	2	10.5%	0	0.0%	1	19	89.5%
BUS	BUS	3b: Represent information as numerical data, functions, and formulae	FA17	3	15.8%	14	73.7%	2	10.5%	0	0.0%	1	19	89.5%
BUS	BUS	3c: Select appropriate numerical data, functions, and formulae to perform accurate computations	FA17	0	0.0%	15	78.9%	4	21.1%	0	0.0%	1	19	78.9%
BUS	BUS	3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information	FA17	0	0.0%	17	89.5%	2	10.5%	0	0.0%	1	19	89.5%
BUS	BUS	3e: Formulate reasonable solutions and draw logical conclusions from numerical data	FA17	0	0.0%	13	68.4%	6	31.6%	0	0.0%	1	19	68.4%
BUS	BUS	3f: Interpret numerical data and calculations in defense of an argument	FA17	0	0.0%	8	42.1%	6	31.6%	5	26.3%	1	19	42.1%
BUS	BUS	4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources	FA17	2	8.0%	18	72.0%	2	8.0%	3	12.0%	3	25	80.0%

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Dept	Prog	ISLO	Term	4 - #	4 3 %	3 - #	3 - %	2 - #	2 - %	1 - #	1 - %	N/A	Total	% Target
BUS	BUS	4b: Locate relevant and reliable information from a variety of sources as appropriate for the context	FA17	3	12.0%	17	68.0%	3	12.0%	2	8.0%	3	25	80.0%
BUS	BUS	4c: Evaluate the relevance and reliability of information and its appropriateness for the context	FA17	1	4.0%	20	80.0%	3	12.0%	1	4.0%	3	25	84.0%
BUS	BUS	4d: Select suitable information and materials and apply proper methods in order to accomplish tasks	FA17	2	8.3%	11	45.8%	9	37.5%	2	8.3%	4	24	54.2%
BUS	ECO	1a: Interpret, analyze, and assess available evidence, information, and ideas	SP17	9	22.0%	25	61.0%	7	17.1%	0	0.0%	6	41	82.9%
BUS	ECO	1b: Explore implications, inferences, assumptions, and alternate solutions	SP17	14	34.1%	18	43.9%	7	17.1%	2	4.9%	6	41	78.0%
BUS	ECO	1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	SP17	13	31.7%	16	39.0%	10	24.4%	2	4.9%	6	41	70.7%
BUS	ECO	1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	SP17	9	22.5%	19	47.5%	10	25.0%	2	5.0%	7	40	70.0%
BUS	ECO	3a: Interpret and explain information presented as numerical data, functions, and formulae	FA17	0	0.0%	29	59.2%	14	28.6%	6	12.2%	3	49	59.2%
BUS	ECO	3a: Interpret and explain information presented as numerical data, functions, and formulae	SP17	14	18.2%	58	75.3%	5	6.5%	0	0.0%	7	77	93.5%
BUS	ECO	3b: Represent information as numerical data, functions, and formulae	FA17	3	6.1%	21	42.9%	21	42.9%	4	8.2%	3	49	49.0%
BUS	ECO	3b: Represent information as numerical data, functions, and formulae	SP17	18	23.7%	55	72.4%	3	3.9%	0	0.0%	7	76	96.1%
BUS	ECO	3c: Select appropriate numerical data, functions, and formulae to perform accurate computations	FA17	0	0.0%	19	41.3%	19	41.3%	8	17.4%	6	46	41.3%
BUS	ECO	3c: Select appropriate numerical data, functions, and formulae to perform accurate computations	SP17	25	32.5%	47	61.0%	5	6.5%	0	0.0%	7	77	93.5%
BUS	ECO	3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information	FA17	2	4.3%	27	58.7%	17	37.0%	0	0.0%	6	46	63.0%
BUS	ECO	3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information	SP17	18	23.4%	55	71.4%	4	5.2%	0	0.0%	7	77	94.8%
BUS	ECO	3e: Formulate reasonable solutions and draw logical conclusions from numerical data	FA17	2	4.3%	25	54.3%	16	34.8%	3	6.5%	6	46	58.7%
BUS	ECO	3e: Formulate reasonable solutions and draw logical conclusions from numerical data	SP17	21	27.3%	53	68.8%	2	2.6%	1	1.3%	7	77	96.1%
BUS	ECO	3f: Interpret numerical data and calculations in defense of an argument	FA17	1	2.3%	23	53.5%	19	44.2%	0	0.0%	9	43	55.8%
BUS	ECO	3f: Interpret numerical data and calculations in defense of an argument	SP17	17	22.1%	52	67.5%	8	10.4%	0	0.0%	7	77	89.6%
BUS	MAN	5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments	FA17	0	0.0%	8	66.7%	4	33.3%	0	0.0%	3	12	66.7%

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Dept	Prog	ISLO	Term	4 - #	4 3 %	3 - #	3 - %	2 - #	2 - %	1 - #	1 - %	N/A	Total	% Target
BUS	MAN	5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed	FA17	0	0.0%	9	75.0%	1	8.3%	2	16.7%	3	12	75.0%
BUS	MAN	5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work	FA17	7	58.3%	4	33.3%	1	8.3%	0	0.0%	3	12	91.7%
BUS	MAN	5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration	FA17	1	8.3%	4	33.3%	7	58.3%	0	0.0%	3	12	41.7%
BUS	MAN	5c-1: Engage with local and extended communities to promote civic action and social improvement	FA17	0	0.0%	8	66.7%	4	33.3%	0	0.0%	3	12	66.7%
BUS	MAN	5c-2: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge.	FA17	3	25.0%	5	41.7%	3	25.0%	1	8.3%	3	12	66.7%
BUS	MAR	2a: Organize and express ideas clearly in both written and oral communication	FA17	0	0.0%	7	46.7%	7	46.7%	1	6.7%	1	15	46.7%
BUS	MAR	2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus	FA17	2	13.3%	2	13.3%	5	33.3%	6	40.0%	1	15	26.7%
BUS	MAR	2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	FA17	0	0.0%	4	26.7%	8	53.3%	3	20.0%	1	15	26.7%
BUS	MAR	2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience	FA17	0	0.0%	2	13.3%	10	66.7%	3	20.0%	1	15	13.3%
CUA	CUA	1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	FA17	10	20.0%	27	54.0%	10	20.0%	3	6.0%	12	50	74.0%
CUA	CUA	1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	SP17	5	17.9%	15	53.6%	8	28.6%	0	0.0%	1	28	71.4%
CUA	CUA	4d: Select suitable information and materials and apply proper methods in order to accomplish tasks	FA17	10	20.0%	27	54.0%	10	20.0%	3	6.0%	12	50	74.0%
CUA	CUA	4d: Select suitable information and materials and apply proper methods in order to accomplish tasks	SP17	5	17.9%	15	53.6%	8	28.6%	0	0.0%	1	28	71.4%
CUA	CUA	5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed	FA17	15	30.0%	30	60.0%	3	6.0%	2	4.0%	12	50	90.0%
CUA	CUA	5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed	SP17	8	28.6%	15	53.6%	5	17.9%	0	0.0%	1	28	82.1%
CUA	CUA	5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration	FA17	25	25.0%	57	57.0%	13	13.0%	5	5.0%	24	100	82.0%

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Dept	Prog	ISLO	Term	4 - #	4 3 %	3 - #	3 - %	2 - #	2 - %	1 - #	1 - %	N/A	Total	% Target
CUA	CUA	5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration	SP17	13	23.2%	30	53.6%	13	23.2%	0	0.0%	2	56	76.8%
CUA	HOS	4d: Select suitable information and materials and apply proper methods in order to accomplish tasks	SP17	1	14.3%	5	71.4%	1	14.3%	0	0.0%	0	7	85.7%
CUA	HOS	5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed	SP17	2	28.6%	4	57.1%	1	14.3%	0	0.0%	0	7	85.7%
CUA	HOS	5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration	SP17	2	28.6%	4	57.1%	1	14.3%	0	0.0%	0	7	85.7%
HIT	HIT	1b: Explore implications, inferences, assumptions, and alternate solutions	FA17	18	64.3%	4	14.3%	1	3.6%	5	17.9%	7	28	78.6%
HIT	HIT	2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	FA17	10	66.7%	2	13.3%	3	20.0%	0	0.0%	1	15	80.0%
HIT	HIT	2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	SP17	25	62.5%	10	25.0%	5	12.5%	0	0.0%	12	40	87.5%
HIT	HIT	2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	SU17	6	66.7%	3	33.3%	0	0.0%	0	0.0%	1	9	100%
HIT	HIT	4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources	FA17	1	2.9%	15	42.9%	4	11.4%	15	42.9%	0	35	45.7%
HIT	HIT	4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources	SP17	8	30.8%	3	11.5%	4	15.4%	11	42.3%	2	26	42.3%
HIT	HIT	5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration	FA17	10	66.7%	2	13.3%	3	20.0%	0	0.0%	1	15	80.0%
HIT	HIT	5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration	SP17	25	62.5%	10	25.0%	5	12.5%	0	0.0%	12	40	87.5%
HIT	HIT	5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration	SU17	6	66.7%	3	33.3%	0	0.0%	0	0.0%	1	9	100%
MAC	EGG	1a: Interpret, analyze, and assess available evidence, information, and ideas	FA17	0	0.0%	4	40.0%	2	20.0%	4	40.0%	0	10	40.0%
MAC	EGG	1b: Explore implications, inferences, assumptions, and alternate solutions	FA17	0	0.0%	4	40.0%	2	20.0%	4	40.0%	0	10	40.0%

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Dept	Prog	ISLO	Term	4 - #	4 3 %	3 - #	3 - %	2 - #	2 - %	1 - #	1 - %	N/A	Total	% Target
MAC	EGG	1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	FA17	0	0.0%	4	40.0%	2	20.0%	4	40.0%	0	10	40.0%
MAC	EGG	1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	FA17	0	0.0%	4	40.0%	2	20.0%	4	40.0%	0	10	40.0%
MAC	EGG	2a: Organize and express ideas clearly in both written and oral communication	FA17	0	0.0%	4	40.0%	6	60.0%	0	0.0%	0	10	40.0%
MAC	EGG	2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus	FA17	0	0.0%	4	40.0%	6	60.0%	0	0.0%	0	10	40.0%
MAC	EGG	2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	FA17	0	0.0%	4	40.0%	6	60.0%	0	0.0%	0	10	40.0%
MAC	EGG	2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience	FA17	0	0.0%	4	40.0%	6	60.0%	0	0.0%	0	10	40.0%
MAC	EGG	5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments	FA17	2	20.0%	6	60.0%	2	20.0%	0	0.0%	0	10	80.0%
MAC	EGG	5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed	FA17	2	20.0%	6	60.0%	2	20.0%	0	0.0%	0	10	80.0%
MAC	EGG	5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work	FA17	2	20.0%	6	60.0%	2	20.0%	0	0.0%	0	10	80.0%
MAC	EGG	5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration	FA17	2	20.0%	6	60.0%	2	20.0%	0	0.0%	0	10	80.0%
MAC	EGG	5c-1: Engage with local and extended communities to promote civic action and social improvement	FA17	2	20.0%	6	60.0%	2	20.0%	0	0.0%	0	10	80.0%
MAC	EGG	5c-2: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge.	FA17	2	20.0%	6	60.0%	2	20.0%	0	0.0%	0	10	80.0%
MGD	JOU	2a: Organize and express ideas clearly in both written and oral communication	SP17	0	0.0%	7	53.8%	6	46.2%	0	0.0%	10	13	53.8%
MGD	JOU	2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus	SP17	1	7.7%	7	53.8%	5	38.5%	0	0.0%	10	13	61.5%
MGD	JOU	2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	SP17	0	0.0%	9	69.2%	4	30.8%	0	0.0%	10	13	69.2%
MGD	JOU	2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience	SP17	0	0.0%	6	46.2%	7	53.8%	0	0.0%	10	13	46.2%
WEL	WEL	(FA16 ISLO) Execute Delivery	SP17	2	20.0%	5	50.0%	3	30.0%	0	0.0%	2	10	70.0%
WEL	WEL	1a: Interpret, analyze, and assess available evidence, information, and ideas	FA17	5	20.0%	14	56.0%	4	16.0%	2	8.0%	0	25	76.0%

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Dept	Prog	ISLO	Term	4 - #	4 3 %	3 - #	3 - %	2 - #	2 - %	1 - #	1 - %	N/A	Total	% Target
WEL	WEL	1a: Interpret, analyze, and assess available evidence, information, and ideas	SP17	2	18.2%	4	36.4%	2	18.2%	3	27.3%	0	11	54.5%
WEL	WEL	1b: Explore implications, inferences, assumptions, and alternate solutions	FA17	7	28.0%	9	36.0%	8	32.0%	1	4.0%	0	25	64.0%
WEL	WEL	1b: Explore implications, inferences, assumptions, and alternate solutions	SP17	2	18.2%	3	27.3%	3	27.3%	3	27.3%	0	11	45.5%
WEL	WEL	1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	FA17	2	8.0%	15	60.0%	7	28.0%	1	4.0%	0	25	68.0%
WEL	WEL	1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	SP17	2	18.2%	4	36.4%	1	9.1%	4	36.4%	0	11	54.5%
WEL	WEL	1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	FA17	6	24.0%	15	60.0%	3	12.0%	1	4.0%	0	25	84.0%
WEL	WEL	1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	SP17	3	27.3%	3	27.3%	1	9.1%	4	36.4%	0	11	54.5%
WEL	WEL	2a: Organize and express ideas clearly in both written and oral communication	SP17	1	10.0%	3	30.0%	6	60.0%	0	0.0%	2	10	40.0%
WEL	WEL	2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus	SP17	0	0.0%	9	90.0%	1	10.0%	0	0.0%	2	10	90.0%
WEL	WEL	2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	SP17	3	30.0%	5	50.0%	2	20.0%	0	0.0%	2	10	80.0%
WEL	WEL	2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience	SP17	1	10.0%	6	60.0%	3	30.0%	0	0.0%	2	10	70.0%
WEL	WEL	4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources	SP17	0	0.0%	3	17.6%	10	58.8%	4	23.5%	4	17	17.6%
WEL	WEL	4b: Locate relevant and reliable information from a variety of sources as appropriate for the context	SP17	1	5.9%	5	29.4%	3	17.6%	8	47.1%	4	17	35.3%
WEL	WEL	4c: Evaluate the relevance and reliability of information and its appropriateness for the context	SP17	0	0.0%	6	35.3%	6	35.3%	5	29.4%	4	17	35.3%
WEL	WEL	4d: Select suitable information and materials and apply proper methods in order to accomplish tasks	SP17	1	3.7%	14	51.9%	5	18.5%	7	25.9%	6	27	55.6%
WEL	WEL	5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments	FA17	10	31.3%	14	43.8%	6	18.8%	2	6.3%	0	32	75.0%
WEL	WEL	5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments	SP17	15	27.8%	21	38.9%	12	22.2%	6	11.1%	0	54	66.7%
WEL	WEL	5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed	FA17	10	31.3%	13	40.6%	7	21.9%	2	6.3%	0	32	71.9%

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Dept	Prog	ISLO	Term	4 - #	4 3 %	3 - #	3 - %	2 - #	2 - %	1 - #	1 - %	N/A	Total	% Target
WEL	WEL	5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work	FA17	11	34.4%	13	40.6%	6	18.8%	2	6.3%	0	32	75.0%
WEL	WEL	5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work	SP17	9	33.3%	12	44.4%	4	14.8%	2	7.4%	0	27	77.8%
WEL	WEL	5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration	FA17	13	40.6%	11	34.4%	7	21.9%	1	3.1%	0	32	75.0%
WEL	WEL	5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration	SP17	37	53.6%	20	29.0%	9	13.0%	3	4.3%	12	69	82.6%
WEL	WEL	5c-1: Engage with local and extended communities to promote civic action and social improvement	FA17	4	26.7%	5	33.3%	6	40.0%	0	0.0%	17	15	60.0%
WEL	WEL	5c-2: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge.	FA17	13	40.6%	12	37.5%	7	21.9%	0	0.0%	0	32	78.1%
B&AT	All	All	CY17	1480	21.3%	2863	41.2%	2016	29.0%	587	8.5%	1036	6946	62.5%