

# Mid Plains Community College

## 2015-16 Instructional Assessment Report: A Work In Progress



**McCook Community College  
North Platte Community College**

***Extended Campuses:***

**Broken Bow**

**Imperial**

**Ogallala**

**Valentine**

# Instructional Assessment: A Work In Progress

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## **Introduction—Academic Assessment**

In 2013 and 2014, faculty were in the beginning stages of creating an assessment framework utilizing existing resources and documenting in progress assessment work. At the conclusion of the 2015-16 academic year, faculty are moving from reviewing course and program outcomes and developing measurements to collecting and analyzing results.

## **Criteria for Inclusion**

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

*MPCC's 2015-16 Academic Assessment Report: A Work in Progress* is not a tidy, linear report where areas and departments follow the same assessment models and use the same matrix forms. *MPCC's 2015-16 Assessment Report: A Work in Progress* is a collection of assessment stories, each different, that collectively show a dedicated faculty and staff who are committed to answering the question, "What can we do better?" to support MPCC's mission of providing exceptional learning opportunities for individual student success.

## **Measurements**

Generally, measurements are specific to each instructor, program, or course. However, for program assessment, MPCC's annual *Graduates at Work* report (formerly known as the *Completer Report*) and NOCTI (National Occupational Competency Testing Institute) exams are two common measurements utilized.

***Graduates at Work:*** MPCC's annual *Graduates at Work* is published annually and contains results from two college-wide surveys:

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

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



**Mid-Plains Community College**  
**Assessment Report: Narrative Summary**

**Academic Year:**  
**2015-16**

**Program: Auto Body**  
**Division: Applied Technology**

**Introduction**

The Auto Body Technology Program provides students with the basic knowledge and skills for all phases of the auto body industry using the latest equipment and training materials. Options available to the students include an Associate of Applied Science degree, a 44 credit hour diploma, or a basic Auto Body certificate.

**Program Objectives:**

- Demonstrate the knowledge of hazards and related safety practices associated with the auto body shop environment.
- Possess the knowledge to perform tasks of entry-level auto body employment.
- Demonstrate an understanding of personal and work characteristics that contribute to an effective job performance.
- Use effective communication skills appropriate to the auto body field.
- Apply the theory of auto body specific jobs using critical thinking/reasoning skills and the ability to work independently.
- Use appropriate mathematical data and reasoning skills.

**Assessment Methods & Procedures**

Auto body faculty continually assess student work on cars community members bring in for repair, special projects, including a hood painting contest at the beginning of each school year, and the project car restoration.

MPCC's Auto Body program encompasses required general education areas, including math, written and oral communication, and critical thinking. Knowledge gained from these areas is applied to technical skills learned in the Auto Body program.

Faculty work closely with the employers in our area through personal networking, Career Services, and using resources such as Nebraska Dept. of Labor and College Central to place Auto Body students. Typically, students entertain between two and five offers when they graduate.

Auto Body faculty encourage hands on learning that engages students and provides them with learning experiences in the auto body field. Students have the opportunity to learn and practice in an authentic auto body shop environment.

Auto body students collaborate with the automotive technology students on the classic car restoration. This collaboration provides students with a comprehensive overview of both programs. For the past several years, community members, also known as "old timers," have audited auto body courses. These "old timers" experience in the auto body field, strong work ethic, and life experience provides students with the unique opportunity to work alongside seasoned professionals.





### **Conclusions, Recommendations, and Changes Made**

Continued participation in the NPCC raffle/project car will give Auto Body students the opportunity students disassemble, modify and reassemble a classic car. They begin by reducing the vehicle to a shell then sandblasting the body and frame down to bare metal. From there, they embark on the long and challenging process of transforming the vehicle into a work of art. The project requires them to study and merge both traditional and modern engineering and technology.

From Don Wilson, NPCC Auto Body instructor:

“They learn about everything from chassis, electrical systems, drivetrains, engines and the replacement and refinishing of sheet metal to plastic, fiberglass and upholstery,” said Don Wilson, Auto Body instructor and supervisor of the CCR Program. “When you have to merge analog systems with digital technology, it can get complicated. There isn’t a book or instructions when merging them, and our students must know both before they can make the various systems work properly and look amazing.”

*Note: Additional information courtesy of Heather Johnson, MPCC Communications specialist.*



**Mid-Plains Community College  
Assessment Report: Narrative Summary**

**Academic Year:  
2015-16**

**Program: Diesel Technology  
Division: Applied Technology**

**Introduction**

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

**Summary of Prior Year's (2014-15) Recommendations**

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

**2015-16 Assessment Data**

**Results/Outcomes**

See program matrix for specifics.

**Assessment Methods & Procedures**

- Indirect assessment of student learning by employers
- NOCTI Pre and Post Testing
- Instructor observation of students working in the diesel shop
- Instructor created quizzes and exams
- Advisory committee feedback
- ASE Exam

**Conclusions, Recommendations, and Changes Made**

In 2015-16, Diesel Technology faculty created a program map connecting program courses to program outcomes and setting overall expectations for program outcomes.



#5 Apply the theory of diesel mechanics to specific jobs using critical thinking/reasoning and the ability to work independently	#6 Use mathematical data and reasoning skills in relation to diesel mechanics	<b><u>DSLTL Program Courses</u></b>
DSLTL 2400 Engine Testing	DSLTL 1100 Heavy Duty Eng Design & Fund	DSLTL 1005 Safety
DSLTL 2425 Engine Overhaul	DSLTL 1130 Mechanics Electrical	DSLTL 1100 Heavy Duty Eng Design & Fund
DSLTL 2318 Fuel Systems Overhaul	DSLTL 1200 Powertrain Repair	DSLTL 1115 Heavy Duty Eng System Recon
DSLTL 2490 Allison Transmissions	DSLTL 2300 Fuel Systems	DSLTL 1130 Mechanics Electrical
DSLTL 1115 Heavy Duty Eng System Recon	DSLTL 2300 Fuel Systems	DSLTL 1170 Equipment Maintenance
DSLTL 1130 Mechanics Electrical	DSLTL 2400 Engine Testing	DSLTL 1200 Powertrain Repair
DSLTL 1215 Mechanical Hydraulic Systems	DSLTL 2425 Engine Overhaul	DSLTL 1215 Mechanical Hydraulic Systems
DSLTL 1200 Powertrain Repair	DSLTL 2350 Heavy Duty Suspensions	DSLTL 1250 Applied Welding for Prime Mover
DSLTL 1230 Mechanics Air Conditioning	DSLTL 2318 Fuel Systems Overhaul	DSLTL 1230 Mechanics Air Conditioning
DSLTL 1270 Hydraulic & Antilock Brakes	DSLTL 2490 Allison Transmissions	DSLTL 1270 Hydraulic & Antilock Brakes
	DSLTL 2440 Electronic Fuel Controls	DSLTL 1190 Preventive Maintenance
	DSLTL 1215 Mechanical Hydraulic Systems 4	DSLTL 2318 Fuel Systems Overhaul
		DSLTL 2350 Heavy Duty Suspensions
		DSLTL 2400 Engine Testing
		DSLTL 2425 Engine Overhaul
		DSLTL 2470 Air and Engine Brakes
		DSLTL 2440 Electronic Fuel Controls
<b>All Courses</b>	<b>All Courses</b>	DSLTL 2490 Allison Transmissions
Expectation: 85%	Expectation: 85%	DSLTL 2300 Fuel Systems
Actual: 90%	Actual: 85%	DSLTL 1215 Mechanical Hydraulic Systems 4
<p><b>Please explain any significant circumstances that may have impacted your results in an unexpected manner:</b> I feel it is necessary to point out that there will always be those who do not possess the necessary skills to reason and work independently because they may doubt their own abilities to be successful.</p>		



**Mid-Plains Community College  
Assessment Report: Narrative Summary**

**Academic Year:  
2015-16**

**Program: HVAC  
Division: Applied Technology**

**2014-15 Results/Outcomes**

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

**2015-16 Assessment Methods & Procedures**

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

**2015-16 Summary of Recommendations**

**What Worked:**

- Working with the maintenance department and having students do A/C and furnace checkouts and troubleshooting on various equipment around the shop and college.
- HVAC class installed heat pump & blower coil with electric back-up for a Habitat for Humanity house and installed new Trane Blower Coil, Electric Heat Section, and Heat Pump Trainer in HVAC/R shop.
- Assisted in rodding out condenser tubes and starting up NPCC south campus chiller.
- Hosted and attended training seminars at college by Lennox Industries.
- Having students look up information and schematics on-line and with their smart phone and giving monthly reports from HVAC industry publications worked well.
- Continue using on-line testing for EPA Certification and HVAC Excellence Employment Ready Assessment Tests.

**What didn't work:**

- Shuffling trainers back and forth between storage and shop causes a cluttered look.
- Students did not take NOCTI exams seriously, which skewed overall results

**How can it be fixed?**

- As budget allows, old trainers were eliminated and replaced with new equipment. The program was able to acquire and install a high efficiency heat pump trainer.

**What other changes need to be made for next year?**

- Will be replacing older ice machine during the summer class and will install a new modulating furnace trainer next fall semester.

<b>HVAC Program Matrix</b>			
<b>2015-16</b>			
#1 Demonstrate knowledge of electrical hazards and related safety practices.	#2 Possess the knowledge and skills to perform entry level employment in the HVAC/R field	#3 Demonstrate an understanding of personal and work characteristics that contribute to effective job performance	#4 Use effective communication skills appropriate to the HVAC/R industry
HVAC 1005 Safety 92%	HVAC 1315 Electrical Theory 88%	All courses	HVAC 1360 Spring Internship 93%
EMTL 1310 American Heart First Aid Plus	HVAC 1320 Electrical Lab 89%		HVAC 1360 Fall Internship 91%
<b>All Courses</b>	HVAC 1340 Furnace Fund 86%		<b>All Courses</b>
	HVAC 1350 Furnace Fund Lab 86%		
	HVAC 1330 Sheetmetal Installation 84%		
	HVAC 1410 A/C Cycle Theory 84%		
	HVAC 1410 A/C Cycle Lab 89%		
	HVAC 1435 Controls Theory 85%		
	HVAC 1440 Controls Lab 86%		
	HVAC 1445 A/C Application 88%		
	HVAC 1460 A/C Application Lab 89%		
	HVAC 1475 Heat Pump Theory 85%		
	HVAC 1480 Heat Pump Lab 86%		
Expectation: 80%	Expectation: 80%	Expectation: 80%	Expectation: 75%
Aactual:	Aactual: 86%	Aactual: 86%	Aactual: 86%

#5 Apply the theory of HVAC/R to specific jobs using reasoning/critical thinking and the ability to work independently	#6 Use mathematical/technical data in relation to the HVAC/R field	#7 Be prepared to pass the EPA Certification Exam for Air Conditioning and Refrigeration Technicians	<b>HVAC Program Courses</b>
<b>All Courses</b>	<b>All Courses</b>	<b>All Courses</b>	HVAC 1005 Safety
		EPA 608 Exam Average 87%	HVAC 1315 Electrical Theory
		Employment ready test	HVAC 1320 Electrical Appl Lab
		HVAC Excellence Employment Ready Tests:	HVAC 1330 Sheetmetal Installation
		Air Conditioning Average 74%	HVAC 1340 Furnace Fund
		Heat Pump Average 82%	HVAC 1350 Furnace Fund Lab
		Electrical Average 75%	HVAC 1360 Fall Internship
		Gas Furnace Average 79%	EMTL 1310 American Heart First Aid Plus
		Electrical Average 84%	HVAC 1410 A/C Cycle Theory
			HVAC 1425 A/C Cycle Lab
			HVAC 1435 A/C Controls Theory
			HVAC 1440 A/C Controls Lab
			HVAC 1445 A/C Applications Refrigerant/Reclaim
			HVAC 1475 Heat Pumps Theory
			HVAC 1480 Heat Pumps Lab
			HVAC 1360 Spring Internship
			HVAC 1490 HVAC Internship
Expectation: 75%	Expectation: 75%	Expectation: 80%	HVAC 1500 Commercial Refrig Elect/Mech
Actual: 86%	Actual: 86%	Actual: 80%	HVAC 1510 Commercial Refrig Elect/Mech Lab



**Mid-Plains Community College  
Assessment Report: Narrative Summary**

**Academic Year:  
2015-16**

**Program: Welding (McCook)  
Division: Applied Technology**

**Summary of Prior Year's (2014-15) Recommendations**

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

**2015-16 Assessment Data**

**Assessment Methods & Procedures**

Welding faculty continued using competency sheets based on American Welding Society (AWS) standards for the following courses:

- WELD 1115 Arc/Gas Welding
- WELD 1135 Intro to MIG Welding
- WELD 1220 Arc/Gas Welding II
- WELD 1240 Intermediate MIG
- WELD 1250 Intermediate TIG

Additional assessment methods include AWS certification exams and instructor observation

**Conclusions, Recommendations, and Changes Made**

Added an oxy-fuel outcome to WELD 1115 and WELD 1220 Arc-Gas Welding I & II. The outcome was added due to feedback from students who noted they needed to be able to cut and bevel material with an acetylene torch.



10 hrs lecture / 170 Hrs Lab = 180 contact hrs

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

**10 hrs lecture / 170 Hrs Lab = 180 contact hrs**

OFW	1G
butt	
lap	
T	
OC	

6010 1G 3/32" Electrode	
butt	
lap	
T	
OC	

6010 2G 3/32" Electrode	
butt	
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6010 1G 1/8 " Electrode	
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**Mid-Plains Community College**  
**Assessment Report: Narrative Summary**

**Academic Year:**  
**2015-16**

**Program: Associate of Applied Science in Business**  
**Division: Business and Technology**

**Summary of Prior Year's (2014-15) Recommendations**

Areas that Meet Expectations:

- All areas that measure the students' ability to demonstrate the knowledge to perform tasks using basic business skills met or came close to meeting expectations.

Areas that need some form of change:

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

**2015-16 Assessment Data**

**Results/Outcomes**

See assessment matrix

**Assessment Methods & Procedures**

Primary assessment methods include OPAC (Office Proficiency Assessment Competency), integrated projects, MOS (Microsoft Office Specialist Certification) WorkKeys, and employer and graduate surveys.

**Conclusions, Recommendations, and Changes Made**

**Conclusions**

- Employer survey measure of listening skills, relationship skills and oral communications skills. Currently this survey does not measure only recently graduated business students employers. We would like to have a survey that is specific to business student employers.
- Alumni follow-up survey of ability to think critically and analytically and measure of usefulness of training. We are not sure that asking alumni about their own critical thinking and analytical abilities is a valid measure.
- As a department we need to evaluate/discuss the way we are collecting some of our assessment data. We seem to struggle locating some of our 3<sup>rd</sup> party scores when we are ready to work on our assessment. Perhaps we can develop a better system to report the information.

**Recommendations**

- We would like to consider, evaluate, and implement more third party assessment tools to aid in consistency across locations. An example would be potentially using the MOS certifications to measure computer application skills.

## 2015-2016 ASSOCIATE OF APPLIED SCIENCE IN BUSINESS

Objectives	College Learning Outcomes	Measure	Expectation/Result	Analysis	Action	Outcomes
<b>Students completing the Associate of Applied Science Degree in Business will:</b>						
1. Demonstrates the knowledge to perform tasks using basic business skills.	CW 8	Internship Evaluation - Ability to apply business concepts (Line 15-revised form D)	Expectationat is 3.5 on a scale of 1-5. Result: 4.75	Met	Continue	
1a. Marketing Skills	CW 6	Marketing Plan (scores from BSAD 2410 will be used)	Expectations: Ave 80% on a scale of 100% Results: 74%	Not Met	Monitor for another year as one students 0 grade (or failure to turn in project) prevented average from meeting expectations	
1b. Management Skills	CW 1; 2; 3; 4; 7; 8; 9	Management Case Analysis Reviews	Expectations: Ave 80% on a scale of 100% Results: 79	Not Met	Monitor for another year to determine if is a trend.	
1c. Accounting/Bookkeeping Skills	CW 5	Accounting/Bookkeeping Final review problems	Expectations: Ave 80% on a scale of 100% Results: 86.9	Met	Continue	
1d. Computer Application Skills	CW 3; 8	Integrated Computer Project	Expectations: Ave 85% on a scale of 100% Results: 80	Not Met	McCook's Integrated course did not make. Discussion needs to happen to determine what an appropriate measure would be fto include all students.	
2. Demonstrate effective listening skills	CW 2	Employer survey -- measure listening skill	Expectations: 4 on a 5 point scale Results: 4.11	Met	Continue	
	CW 2	Internship Evaluation -- measure listening skill (Line 3 revised form D)	Expectation: 4 on a 5 point scale Results: 4.8	Met	Continue	
	CW 2	Work Keys Listening/Writing -- measure listening skills	Expectations: 3.4 on a scale of 1-5 Results: 3.6	Met	This was just based on North Plattes Scores. As a dept we need to find a better way to keep track of these results.	
3. Demonstrate effective leadership and teamwork skills, critical thinking skills and reasoning skills.	CW 4; 7; 9	Employer survey -- measure relationship with others	Expectations: 4 on a 5 point scale Results: 4.05	Met	Continue	

	CW 4; 7; 9	<b>Internship Evaluation -- measure human relationship skill (Line 6 revised form D)</b>	<b>Expectations:</b> 4 on a 5 point scale <b>Results:</b> 4.8	Met	Continue	
	CW 4; 7; 9	<b>Internship Evaluation -- measure leadership abilities (line 17 revised form D)</b>	<b>Expectations:</b> 4 on a 5 point scale <b>Results:</b> 4.5	Met	Continue	
	CW 2; 4; 7; 9	<b>Work Keys Teamwork</b>	<b>Expectations:</b> 4.5 on a scale of 3-6 <b>Results:</b> 4.1	Not Met	We need to look at assessment tool options. This is also just representative of North Platte students. As a dept we need to find a better way to keep track of these results.	
	CW 7	<b>Alumni Follow-up survey -- measure the ability to think critically and analytically</b>	<b>Expectations:</b> 4 on a 5-point scale <b>Results:</b> 4.28	Met	Continue	
4. Demonstrates the knowledge to communicate effectively in the work environment.	CW 1; 2; 8	<b>Internship Evaluation -- measure written communication skills (Line 16 new form D)</b>	<b>Expectations:</b> 4 on a 5-point scale <b>Results:</b> 4.8	Met	Continue	
	CW 2	<b>Employer Survey -- measure oral communication skills</b>	<b>Expectations:</b> 4 on a 5-point scale <b>Results:</b> 3.89	Met	Continue	
	CW 1; 3; 8	<b>Work Keys Business Writing -- measure written communication skills (to be completed in Post Internship) do you want to take off--to be completed in Post Internship???</b>	<b>Expectations:</b> 3.0 on a scale of 1-5 <b>Results:</b> 3.25	Met	This was just based on North Plattes Scores. As a dept we need to find a better way to keep track of these results.	
5. Apply the theory of their technical specialization to entry level employment in a business. (Accounting, Computer Information Management or Business Administration)	CW 8	<b>Alumni Follow-up survey -- measure usefulness of training</b>	<b>Expectations:</b> 4 on a 5 point scale <b>Results:</b> 4.29	Met	Continue	



**Mid-Plains Community College  
Assessment Report: Narrative Summary**

**Academic Year:  
2015-16**

**Program: Business and Office Technology  
Division: Business and Technology**

**Summary of Prior Year's (2014-15) Recommendations**

Areas that Meet Expectations:

- All areas that measure the students' ability to demonstrate the knowledge to perform tasks using basic business skills met or came close to meeting expectations.

Areas that need some form of change:

- Employer survey measure of listening skills, relationship skills and oral communications skills. Currently this survey measures only recently graduated business students and employers. We would like to have a survey that is specific to business student employers. *Note: A pilot employer survey specific employers was conducted in the Spring 2015.*

Alumni follow up survey of ability to think critically and analytically and measure of usefulness of training. We are not aware of this survey being done and did not receive any data for these areas.

**2015-16 Assessment Data**

**Results/Outcomes**

See assessment matrix

**Assessment Methods & Procedures**

Primary assessment methods include OPAC (Office Proficiency Assessment Competency), integrated projects, MOS (Microsoft Office Specialist Certification) WorkKeys, and employer and graduate surveys.

**Conclusions, Recommendations, and Changes Made**

**Conclusions**

Results in the following areas **exceeded** expectations:

***Employer Survey***

- Measure of Employability
- Measure Work Attitude
- Measure Math/Problem Solving Skills

***MOS (Microsoft Office Specialist)***

- Word Assessment in OFFT 2150

***OPAC (Office Proficiency Assessment Competency)***

- Legal Professional Test Group, Editing/Formatting Composing Minutes, Spelling, and Numeric Filing

***Other***

- Business Math Post Test
- Final Integrated Project in BSAD 2510 Business Computer Systems, OFFT 2150 Integrated Information Processing, and final Integrated Project in CSCE 2570 Desktop Publishing

Results in the following areas **met** expectations:

***Employer Survey:***

- Interacts Effectively with Others in a Diverse Environment



**OPAC (Office Proficiency Assessment Competency):**

- Medical Professional Test Group Terminology

**Work Keys:**

- Business Writing: Measure Written Communication Skills

**Other**

- Analytical Report in Business Communications:

Results in the following areas **were close** or **did not meet** expectations:

**Employer Survey:**

- Measure of Technical Skills
- Measure of Computer Literacy and Proficiency
- Measure of Oral Communication Skills

**MOS (Microsoft Office Specialist)**

- Excel Assessment in OFFT 2150

**OPAC (Office Proficiency Assessment Competency):**

- Editing/Formatting: Alpha Filing and Proofreading

**Recommendations**

- Integrate OPAC testing in related coursework for more accurate testing measurements.
- Investigate new OPAC testing available that the department may want to incorporate into the assessment matrix.
- Work with adjunct and online instructors to ensure students have adequate proofreading skills.
- Continue to offer quality instruction.
- Continue to look at alternative reasonably priced testing methods.
- Continue to encourage area-wide division meeting to collaborate and collect data from divisional instructors.

<b>2015-2016 ASSOCIATE OF APPLIED SCIENCE IN BUSINESS OFFICE TECHNOLOGY</b>						
<b>Objectives</b>	<b>Measure</b>	<b>College Learning Outcomes</b>	<b>Expectation/Result</b>	<b>Analysis</b>	<b>Action</b>	<b>Outcomes</b>
<b>Students completing business office technology training/education will:</b>						
1. Demonstrate entry-level skills for employment in an office environment--legal, medical or office.	<b>OPAC (Office Proficiency Assessment Competency)</b>		<b>See results in specialized areas</b>			
	<b>Employer survey -- Overall measure of employability</b>	<b>C-7, C-8, C-9</b>	<b>Expectation:</b> Average of 80% response in the good to very good range. <b>Result:</b> 4.32 on 5.0 scale or 86%	Exceeded expectation	Continue to send reminders to employers for continued participation. Investigate reasons for nonresponding employers.	
<b>Legal</b>	<b>OPAC (Office Proficiency Assessment Competency) Legal Professional Test Group</b>		<b>Expectation:</b> Average of 80% on 100% scale. <b>Result:</b> 86.6%	Exceeded expectation	Aggressively market program.	
<b>Medical</b>	<b>OPAC (Office Proficiency Assessment Competency) Medical Professional Test Group (administer at the end of OFFT 2530 Med Transcription)</b>	<b>C-1, C-2, C-7, C-8, C-9</b>	<b>Expectation:</b> Ave. of 80% on 100% scale. <b>Result:</b> Medical Term. 80% Medical Trans. none given.	Expectations met for Medical Terminology.  OPAC Transcription component was not working.	Determine ways to test OPAC competencies for online students. Provide review and drill practices. Determine ways to test following course completion.	Continue to offer quality instruction.



<b>Administrative Assistant</b>	<b>OPAC (Office Proficiency Assessment Competency) Editing/Formatting</b>	<b>C-1, C-2, C-8, C-9</b>	<p><b>Expectation:</b> Average of 80% on a 100% scale.</p> <p><b>Result:</b> Composing Minutes: 91% Proofreading: 64% Spelling: 88% Numeric Filing: 91% Alpha Filing: 77%</p>	<p>Composing Minutes: Exceeded expectations</p> <p>Proofreading: Expectations not met</p> <p>Spelling: Exceeded expectations.</p> <p>Numeric Filing: Exceeded expectations</p> <p>Alpha Filing: Expectations not met.</p>	<p>Integrate proofreading skills in all Business Technology courses. Integrate assessments into the transcription course. Formatting on OPAC testing needs checked. Students had a difficult time viewing the screen. There was no white space on the computer screen. Check for an online OPAC test to assess more students.</p>	<p>Work with adjunct and online instructors to ensure students have adequate proofreading skills. Work with OPAC testing coordinator to check proofreading formatting issues on the computer screen.</p>
2. Operate computer equipment utilizing software application packages.	<b>Final Integrated Project in BSAD 2510 Business Computer Systems or OFFT 2150 Integrated Information Processing</b>	<b>C-1, C-2, C-3, C-7, C-8, C-9</b>	<p><b>Expectation:</b> Average grade on the projects will be 80% on a scale of 100%.</p> <p><b>Result:</b> 80%</p>	Expectation met.	Communicate and coordinate common assessment instruments among instructors.	
	<b>Final Integrated Project in CSCE 2570 Desktop Publishing</b>	<b>C-1, C-2, C-3, C-7, C-8, C-9</b>	<p><b>Expectation:</b> Average grade on the projects will be 80% on a scale of 100%.</p> <p><b>Result:</b> 81%</p>	Exceeded expectations.		
	<b>Employer Survey -- measure of technical skills</b>	<b>C-1, C-2, C-3, C-7, C-8, C-9</b>	<p><b>Expectation:</b> Response will show at least an 80% good to very good response.</p> <p><b>Result:</b> 3.89 on a 5.0 scale or 78%</p>	Expectations not met.	Employer's survey does not just survey BT students. Encourage all students to become proficient in technical skills.	

	<b>Employer Survey -- measure of computer literacy and proficiency</b>	<b>C-1, C-2, C-3, C-7, C-8, C-9</b>	<b>Expectation:</b> Response will show at least an 80% good to very good response. <b>Result</b> 3.94 on a 5.0 scale or 79%	Expectations not met.	Employer's survey does not just survey BT students. Encourage all students to become proficient in technical skills.	
	<b>MOS Word, Excel, and Access Assessments in BSAD 2510, OFFT 2150 and OFFT 2170</b>	<b>C-1, C-2, C-3, C-7, C-8, C-9</b>	<b>Expectation:</b> The average overall score on MOS will be 70%. <b>Results:</b> MOS Word = 86% MOS Excel = 67% MOS Access = No tests administered	Word: Exceeded expectations  Excel: Expectations not met	Continue MOS certification testing as long as Microsoft Initiative is in effect. (500 free exams) Incorporate MOS Access testing in OFFT 2170	Continue to track MOS certification success rate across the curriculum.
3. Demonstrate effective communication skills.	<b>Work Keys Listening/Writing -- measures listening and writing skills. Note: This has been combined into one assessment by ACT.</b>	<b>C-1, C-2, C-3, C-7, C-8, C-9</b>	<b>Expectation:</b> 3.0 on a 5.0 scale <b>Result:</b> No Results: Exam not administered	No Results	Consider administering this assessment in a transcription course.	Continue efforts with CAPC to meet online testing needs and obtain results in timely manner.
	<b>Employer Survey -- measure oral communication skills</b>		<b>Expectation:</b> Response will show at least an 80% good to very good response. <b>Result:</b> 3.89 on 5.0 scale or 77.8%	Expectations not met.	Employer's survey does not just survey BT students. Encourage all students to become proficient in oral communication.	
	<b>Work Keys Business Writing -- measure written communication skills</b>		<b>Expectation: 3.0 on a 5.0 scale Result: 3</b>	Expectations met. Three students attained a Level 5 (less than 1% of the population achieve a 5 according to Work Keys)	Continue to investigate alternative ways to test online students to ensure that Work Keys testing is completed.	Continue to work with CAPC to investigate online testing options.
	<b>Analytical Report in Bus. Communications: Business Writing -- measure written communication skills</b>		<b>Expectation:</b> Average grade on Analytical Report, 80% on a 100% scale <b>Results:</b> 80%	Expectations met.		



**Mid-Plains Community College  
Assessment Report: Narrative Summary**

**Academic Year:  
2015-16**

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

**Summary of Prior Year's (2014-15) Recommendations**

The feedback received from the Portfolio Show in the gallery of Wrightstone was very positive. McCook Community College sent one Desktop Publishing team of graphic design students to the State PBL Competition this year and they were awarded first place so they will be going on to Nationals in Chicago summer 2014. Last summer two teams of graphic students made it to Nationals in Desktop Publishing in Nashville and they were awarded 2nd and 4th place competing against other two and four year colleges. One student also received 2<sup>nd</sup> place in Web Design at Nationals. Another student had his music video accepted into a Film Festival in Omaha. Three students helped nonprofit organizations with their promotional materials during the year and received very positive feedback on their designs from the individuals that they worked with in the organizations. The promotional materials included a variety of media from print design to videos and animations.

**2015-16 Assessment Data**

**Results/Outcomes**

See assessment matrix

**Assessment Methods & Procedures**

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

- **Internship evaluation:** Evaluation is done by the employee's supervisor twice during the Internship program – once midway through the internship and once at the end. Scale of measurement is from 1-10 with 10 being the highest level. Target areas are (1) visual problem solving with appropriate software (2) ability to apply business concepts and principles.
- **Portfolio:** The portfolio class is a capstone course where students gather projects that they have completed in the Graphic Design program and evaluate them, do revisions, and create additional projects in areas where they are weak. Then they create a hard copy, a multimedia and a web portfolio to use when applying for a job after graduation. In addition to this they create an identity package that includes a business card, letterhead, resume, and a portfolio brochure. They learn how to present their work to the public by setting up a student show. A rubric is used for assessment and the average student score should be 80 points or above out of a maximum of 100 in each of the above areas.
- **Marketing:** A comprehensive marketing plan is completed in the Principles of Marketing course. They work with a business, and develop a financial analysis including trends, current marketing strategies, and then develop a plan to use marketing dollars more successfully.

**Conclusions, Recommendations, and Changes Made**

This has been another good year for the graphic design students. The feedback received from the Portfolio Show in the gallery of Wrightstone was very positive. We previously have held the show for North Platte students in a business in the community, but this year the show was held in the Graphic Design lab in McDonald-Belton for the first time, the open house was a good opportunity to meet some of the individuals involved with student internships.



McCook Community College sent two Desktop Publishing teams of graphic design students to the State PBL Conference this year – one team received first place and the other team received second place so they will be eligible to go on to Nationals in Atlanta in the summer of 2015. This competitive event had entries not only from other two-year colleges, but entries from UNL and Chadron too. It was exciting to see them compete so well against four-year colleges in the state. We also had one team compete in the new Animation category and they received first place at state so they will be competing at Nationals in this event too. Last summer one team of graphic students went to Nationals in Desktop Publishing in Chicago and they were awarded 3rd place competing nationally against other two and four year colleges.

McCook students had a competition to design the MC90 logo for the 90<sup>th</sup> Anniversary Celebration for McCook Community College and two student logos were chosen for use in promotion of the event.



**Area/Department:** Graphic Design

**Date Submitted:** 2015-2016

	<b>Outcome</b>	<b>Link to College SLO's</b>	<b>Measure &amp; Methodology</b> <i>(who, what, when &amp; why)</i>	<b>Expected Results/Standards</b> <i>(What students should have learned)</i>	<b>Expectation Met</b> <b>(Y or N)</b>	<b>Analysis</b>	<b>Action</b>
1	Perform tasks related to entry level employment in the graphic design industry	1,2,3,7,8,9	<b>Internship Evaluation - produces quality design work according to assigned objectives</b>	<b>Expectations: 7 on a scale of 1-10</b> <b>Results: 9.6</b>	Y	Continue instructing with program objectives always monitoring changes in software and industry trends and adjusting accordingly.	Adobe software updated so students will be familiar with the most current versions of the software being used in the design community.
	1a. Print Media Design	1,2,3,7,8,9	<b>Print media projects (presented in student portfolio show)</b>	<b>Expectations: 80% on a scale of 100%</b> <b>Results: 82%</b>	Y	See #1	See #1
	1b. Multimedia Design	1,2,3,7,8,9	<b>Video and animation Final projects</b>	<b>Expectations: 80% on a scale of 100%</b> <b>Results: 89%</b>	Y	See #1	See #1
2	Demonstrate skill in visual problem solving	1,2,3,7,8,9	<b>Internship Evaluation - ability to apply design concepts and principles</b>	<b>Expectations: 7 on a scale of 1-10</b> <b>Results: 9.2</b>	Y	See #1	See #1
		1,2,3,7,8,9	<b>Student Show - development of theme and creative skills</b>	<b>Expectations: 80% on a scale of 100%</b> <b>Results: 84%</b>	Y	See #1	See #1
3	Use effective communication skills necessary for a career in graphic design	1	<b>Internship Evaluation -- measure written communication skills</b>	<b>Expectations: 7 on a scale of 1-10</b> <b>Results: 8.8</b>	Y	See #1	See #1
4	Determine and use appropriate software for given visual problem-solving situations		<b>DVD Portfolio - use software as necessary to bring projects from diverse applications together</b>	<b>Expectations: 80% on a scale of 100%</b> <b>Results: 84%</b>	Y	See #1	See #1
		3,7,8,9	<b>Internship Evaluation - demonstrates knowledgeable use of</b>	<b>Expectations: 7 on a scale of 1-10</b> <b>Results: 8.8</b>	Y	See #1	See #1



			<b>appropriate software for visual problem solving tasks</b>				
		1,3,7,8,9	<b>Student ID package including portfolio brochure</b>	<b>Expectations: 80% on a scale of 100%</b> <b>Results: 86%</b>	Y	See #1	See #1
5	Apply business fundamentals learned to employment in a graphic design setting	1,3,7,8,9	<b>Internship Evaluation - applies business concepts and principles to work environment</b>	<b>Expectations: 7 on a scale of 1-10</b> <b>Results: 9.5</b>	Y	See #1	See #1
	5a. Marketing Skills	1,3,7,8,9	<b>Marketing Plan (presented in a Portfolio)</b>	<b>Expectations: 80% on a scale of 100%</b> <b>Results: 74%</b>	N	Will monitor for another year. One student failed to turn in project and brought the average down.	See #1
6	Develop a print, and digital portfolio to be used in finding entry-level employment in the field	3,7,8,9	<b>Portfolio: Organizational ability, creativity and presentation skills</b>	<b>Expectations: 80% on a scale of 100%</b> <b>Results: 73%</b>	N	Will monitor for another year. One student didn't complete the hard copy portfolio and brought the average down.	See #1



**Mid-Plains Community College  
Assessment Report: Narrative Summary**

**Academic Year:  
2015-16**

**Program: Information Technology  
Division: Business and Technology**

**Summary of Prior Year's (2014-15) Recommendations**

Currently, the Associate of Applied Science in Information Technology Program has one focus area: PC Support/Network Technology. In Spring 2015, an IT Certificate for IT Customer Support/Help Desk was added.

**2015-16 Assessment Data**

**Results/Outcomes**

See assessment matrix

**Introduction (if necessary)**

The Information Technology program is in its second year with a new instructor who is focused on recruiting students and redesigning assessment methods and tools. Prior to the current instructor, CompTia's A+ Certification Exams were the primary assessment tool for program level assessment. For various reasons in 2015-16, no students took the A+ Certification Exam. With assistance from the assessment coordinator and Business and Technology division chair, the Information Technology instructor will select program assessment tools that more accurately represent the current program focus and structure.

**Conclusions, Recommendations, and Changes Made**

Students did not meet expectations on the internship employer evaluation. The expectation is a 4.5 on a 5.0 scale. In 2015-16, the average score was 3.5. To increase average scores, faculty will continue to work with advisory committees and within the existing curriculum to encourage students to apply skills learned in the classroom.

## 2015-2016 Associate of Applied Science in Information Technology:

Program Goals/Objectives	College Learning Outcomes	Measure	Expectation/Result	Analysis	Action	Outcome
<b>1. Possess the knowledge to perform tasks related to entry-level information technology positions.</b>						
a. Identify, install, configure and upgrade computer hardware components and Operating System software.	CW1 CW2 CW3 CW5 CW6 CW7 CW8	Combination of labs, practice quizzes, assignments, quizzes exams and final exams demonstrating % of improvement shown in scores for A+ Certification exam.	Expectation: Average score in assigned labs, assignments, and quizzes will be 70% Results: Students completed all assignment course work in 2015-2016. None study for the A+ exam with many encouragement.	There were 2 second year students who completed the course work during April 2016. No students attempted to study for A+ exams. No students attempted CompTia's A+ certification exams.	Practice A+ tests links and sites will be administered as a pre test and post test for assessment purposes. Continue to provide assistance for students in preparation for certification exams.	Continue to evaluate the timeline for focusing on practice exams in preparation for the certification exam. Encourage students about the importance of certificate exams.
b. Describe the features and functions of networking components, and possesses the knowledge and skills needed to install, configure and troubleshoot basic networking hardware, protocols and services	CW1 CW2 CW3 CW5 CW6 CW7 CW8	Combination of labs, practice quizzes, assignments, quizzes exams and final exams demonstrating % of improvement shown in scores for Net+ Certification exam.	Expectation: Average score on practice exam will be 70% Results: No students attempted to study for the Net+ exam.	Students were encouraged to study for Net+ certification. No students attempted CompTia's Net+ certification exam. Even though resources were provided.	Continue encouraging students about practice Net+ tests. Will continue to be provide links and sites for practice test for assessment purposes. Continue to provide assistance for students needing preparation for certification exams.	Continue to evaluate the timeline for focusing on practice exams in preparation for the certification exam. Encourage students about the importance of certificate exams.
c. Demonstrate the ability to recognize and differentiate between the various cabling technologies, LAN topologies and the equipment required for those different media.	CW1 CW2 CW3 CW5 CW6 CW7 CW8	Combination of labs, practice quizzes, assignments, quizzes exams and final exams demonstrating % of improvement shown in scores for Net+ Certification exam.	Expectation: Average score on practice exam will be 70% Results: No students attempted to study for the Net+ exam.	Students were encouraged to study for Net+ certification. No students attempted CompTia's Net+ certification exam. Even though resources were provided.	Continue encouraging students about practice Net+ tests. Will continue to be provide links and sites for practice test for assessment purposes. Continue to provide assistance for students needing preparation for certification exams.	Continue to evaluate the timeline for focusing on practice exams in preparation for the certification exam. Encourage students about the importance of certificate exams.



d. Demonstrate an understanding of basic network concepts and terminology	CW1 CW2 CW3 CW5 CW6 CW7 CW8	Combination of Pre-Test and Post-Test demonstrating % of improvement shown in scores and practice exam for Net+ Certification exam.	Expectation: Average score on practice exam will be 70% Results: No students attempted the practice exam.	No second year students completed the practice exam during April 2015. No students attempted CompTia's Net+ certification exams.	Continue encouraging students about practice Net+ tests. Will continue to be provide links and sites for practice test for assessment purposes. Continue to provide assistance for students needing preparation for certification exams.	Continue to evaluate the timeline for focusing on practice exams in preparation for the certification exam.
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**2. Apply the theory of information technology to specific jobs.**

a. Demonstrate the ability to Analyze, Diagnose and Troubleshoot Problems	CW3 CW6 CW7 CW8 CW9	Internship Employer Evaluation	Expectation: Average score on Rubric will be 4.5 on a 5.0 scale (Questions #15, 16, 17 and 18 on current rubric) Results: Average Score on Rubric was 3.5 on a 5.0 scale	Average score on Rubric was 4.25 above expectation.	Curriculum will continue to encourage quality work utilizing the computer skills and knowledge gained through program	Continue the internship program for students before graduation. Use internship program for real job training for students. Encourage students about the importance of the internship program for finding employment.
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b. Demonstrate ability to monitor, manage, and troubleshoot access to resources.	CW3CW6 CW7CW8CW9	Internship Employer Evaluation	Expectation: Average score on Rubric will be 4.5 on a 5.0 scale (Questions #15, 16, 17 and 18 on current rubric)Results: Average Score on Rubric was 3.5 on a 5.0 scale	Average score on Rubric was 4.25 above expectation.	Curriculum will continue to focus on problem-solving using the knowledge gained in course work	Continue the internship program for students before graduation. Use internship program for real job training for students. Encourage students about the importance of the internship program for finding employment.
<b>3. Think analytically and logically in relation to information technology.</b>						
a. Think Critically and Analytically	CW6 CW7 CW8 CW9	Internship Employer Evaluation	Expectation: Average score on Rubric will be 4.5 on a 5.0 scale (Questions #15, 16, 17 and 18 on current rubric) Results: Average Score on Rubric was 3.8 on a 5.0 scale	Average score on Rubric was 4.25 above expectation	Curriculum will continue to focus on problem-solving using the knowledge gained in course work	Continue the internship program for students before graduation. Use internship program for real job training for students. Encourage students about the importance of the internship program for finding employment.
		WorkKeys Assessment	Expectation: Students will test at an average Level of 5 in Math Results: Average score was 5.0.	Test was not given this year.	Continue to encourage students to utilize the Student Success Center for math tutoring. Work Key math test will be administrated next year.	Work Key math test will be administrated next year.

b. Technical Knowledge	CW6 CW7 CW8 CW9	Internship Employer Evaluation	Expectation: Average score on Rubric will be 3.5 on a 5.0 scale (Questions #8, 13 and 15 on current rubric) Results: Average Score on Rubric was 4.5 on a 5.0 scale	Average score on Rubric was 4.67 above expectation.	Curriculum will continue to encourage quality work utilizing the computer skills and knowledge gained through program	Continue the internship program for students before graduation. Use internship program for real job training for students. Encourage students about the importance of the internship program for finding employment.
<b>4. Use effective communication skills and work ethics appropriate to an information technology workplace environment.</b>						
a. Follow Instructions	CW9	WorkKeys Assessment	Expectations: Students will quiz/test at Level 3.75 in Listening and 5.3 in Reading Results: Average score for Reading was 5.6, Listening assessment was not administered.	Test was not given this year.	Curriculum will continue to focus on Reading for comprehension. Work Keys reading test will be administrated next year.	Work Keys reading test will be administrated next year.
b. Use Effective Oral Communication	CW2 CW6 CW7 CW8 CW9	Internship Employer Evaluation	Expectation: Average score on Rubric will be 3.5 on a 5.0 scale/3.6 (Question #3 on current rubric) Results: Average Score on Rubric was 4 on a 5.0 scale	Average score on Rubric was 5.0 above expectation.	Curriculum will continue to focus on effective oral communication skills through projects implemented that reinforce skills and knowledge	

c. Use Effective Written Communication	CW1 CW6 CW7 CW8 CW9	WorkKeys Assessment	Expectation: Students will quiz/test at Level 3 in Writing Results:	Writing quiz/tests were not administered	Plans will be made to administer the Writing tests Fall 2014.	
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**Mid-Plains Community College  
Assessment Report: Narrative Summary**

**Academic Year:  
2015-16**

**Program: Dental Assisting  
Division: Health Occupations**

**Summary of Prior Year's (2014-15) Recommendations**

- Students met or exceeded expectations for all program outcomes
- MPCC dental assisting scored 12.6% above the national average on NOCTI post test
  - 85%: Average for MPCC dental assisting students
  - 72.4%: National average

Evaluation system in place for the past 6 years needs to be updated to reflect current technology and be more specific to CODA (Commission on Dental Accreditation) requirements

**2015-16 Assessment Data**

**Introduction**

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

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

**Results/Outcomes**

See assessment matrix for specifics.

**Assessment Methods & Procedures**

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

**Conclusions, Recommendations, and Changes Made**

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

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

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



**Area/Department:** Dental Assisting (DENT)

**Date Submitted:** 2015-2016

**FED Level:** Beginner

Line	Program Outcomes/Objectives	Link to College SLO's	Measure & Methodology (who, what, when & why)	Expected Results/Standards (What students should have learned)	Expectation Met (Y or N)	Analysis	Action
1	Perform tasks related to entry level dental assisting employment.	1, 2, 3, 5, 6, 7, 8	Faculty evaluation of lab performance during the program based on competency standards set by CODA	Average of direct assessment will be 4 on a 5 point scale	4.43 Y		
2			The dentist/dental assistant in assigned clinical facility will evaluate the student's performance in the final 8 weeks of the program using a Likert scale of performance indicators	Average of dentist/assistant assessment scores will be 4 on a 5 point scale	3.75 N (scores of one student significantly impacted this)		
3	Demonstrate appropriate entry level laboratory skill including pour/trim gypsum casts, fabrication of custom whitening/fluoride trays, sports mouthguard, custom-made provisionals	3,7,8	Faculty evaluation of lab performance during the first 16 weeks of the academic ear based on competency sheets provided in curriculum  Dentist evaluation during final 8 weeks in a clinical setting-if student is allowed to do this	4 out of 5  (not assessed in clinical this year)	4.56 Y		



4	Use effective communication skills appropriate to dental assisting	1,3,8	NOCTI assessments at the beginning and end of the academic year	Improvement in all measured areas for all students	overall increase 15.4%		
5	Apply the theory of dental assisting to specific tasks using critical thinking	1,2,3,4,7	Initial faculty evaluation during lab experience NOCTI comparison Dentist/dental assistant evaluation during final 8 weeks of clinical experience	Average of direct assessment (for each student) 4 of 5 on Likert scale  *the poor scoring by one student had significant impact on the average	3.87 N *		
6	Oral hygiene instructions		The faculty will evaluate clinical performance during the program and will rate performance indicators on the basis of a 5 point Likert scale (5 is high). The rating instrument is based on competences from the National Standards for Dental Assisting Education Programs.	Average of direct assessment scores will be 4 on a 5-point scale	4.8 Y		
7			The dental assistant and/or dentist in the assigned clinical facility will evaluate the student's clinical performance during the final 8.5 weeks or the program using the same performance indicators	Average of dental office assessment scores will be 4 on a 5 point scale Offices may not delegate this task to a student	Not done this year		



8	Perform appropriate Infection control (PPE, disinfection, sterilization, handwashing, barriers, cleaning tx rooms, handling impressions, etc)		Faculty and Site evaluations/Observation will evaluate the student's clinical performance during the final 8.5 weeks of the program using the same performance indicators	Average of direct assessment will be 4 on a 5 point scale	5 Y		
9	Practices appropriate dental radiology skills, take PA's and BW images, mount images, label images, and maintain safety and asepsis		Faculty will evaluate clinical performance during the last 8.5 weeks of the program and will rate performance indicators on the basis of a 5 point Likert scale (5 is high). The rating instrument is based on competencies from the National Standards for Dental Assisting Education Programs	Average of direct assessment scores will be 4 on a 5 point scale	5 Y		
10			The dental assistant and/or dentist in the assigned clinical facility will evaluate the student's clinical performance during the final 8.5 weeks of the program using the same performance indicators	Average of dental office assessment scores will be 4 on a 5 point scale	4.4		
11	Demonstrate appropriate chairside skills 4- handed dentistry.	1, 2, 3, 5, 6, 7, 8	Faculty will evaluate clinical performance during the last 8.5 weeks of the program and will rate performance	Average of direct assessment scores will be 4 on a 5-point scale	4.6 Y		





	Amalgam/composite, patient vitals, and C&B		indicators on the basis of a 5 point Likert scale (5 is high). The rating instrument is based on competencies from the National Standards for Dental Assisting Education Programs				
1 2	Advanced Procedures: Endo/Perio/Ortho and Surgical skills and Infection control protocol		The dental assistant and/or dentist in the assigned clinical facility will evaluate the student's clinical performance during the final 8.5 weeks of the program using the same performance indicators	Average of dental office assessment scores will be 3.5 on a 5 point scale	4.3 Y		

**1. Please explain any significant circumstances not already mentioned that may have impacted your results in an unexpected manner.**

**2. Indicate specific changes, recommendations, and/or enhancements you anticipate making as a result of this data. (Example: Additional technology, training, or personnel).** Section 8 was expanded to gather more information regarding Infection control.



**Mid-Plains Community College  
Assessment Report: Narrative Summary**

**Academic Year:  
2015-16**

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

**Introduction**

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

**Courses**

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

**2015-16 Summary of Recommendations**

<b>2015-16 EMTL Course Statistics</b>	
<b>Total number of students</b>	<b>73</b>
Number of students who passed class	52
Number of students who withdrew	12
Number of students who withdrew due to poor grades	9
<b>National Registry Exam Information</b>	
Students eligible to sit for the National Registry Exam	<b>52</b>
Passed National Registry Exam	30



Failed NR	12
Did not test	10

**Conclusions, Recommendations, and Changes Made**

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



**Mid-Plains Community College  
Assessment Report: Narrative Summary**

**Academic Year:  
2015-16**

**Program: Medical Laboratory Technology  
Division: Health Occupations**

**Summary of Prior Year's (2014-15) Recommendations**

Pre and post BOC exams, (Board of Certification), National Registry practice exams, and pass rates on National Registry exams show that students meet or exceed the program expectations.

- In 2015, 72.7% of graduates were employed full time in their field. 27.3% were not working in the field due to personal reasons.
- 2014-15 graduates averaged 90.9% on the BOC exam. The national average is 77.5%.

**2015-16 Assessment Data**

**Results/Outcomes**

See assessment matrix.

**Assessment Methods & Procedures**

- Evaluation by clinical instructors using an online performance evaluation report form
- Job placement
- Affective behavior checklist
- BOC practice exam
- Graduate Employer Survey
- Mock National Registry exam

**Conclusions, Recommendations, and Changes Made**

**Conclusions**

- Overall, students are meeting or exceeding expectations in all areas, including Board of Certification pass rates. The three-year average pass rate is 88.6%.

**Changes Made**

- Because of advisory committee feedback, clinical performance evaluation forms have been modified and moved to an online format which provides students more timely feedback during clinical training.
- Implemented more rigorous certification review process near the end of the program. Results of the expanded program review process are documented in the assessment matrices submitted to the college. Results continue to meet or exceed NAACLS (National Accrediting Agency for Clinical Laboratory Science) benchmarks and are deemed effective.
- MLT faculty have been proactive with learning Blackboard training system and faculty regularly use this tool to communicate, assess, and deliver content to students.
- The Affective Behavior evaluation instrument has been completely revised with input from didactic and clinical faculty.
- Students are required to purchase a book for the 2<sup>nd</sup> year spring semester clinical training and didactic component.
- ASCP (American Society for Clinical Pathology) pass rates, graduation and placement rates have been documented, analyzed, and used in the program evaluation.

**Medical Laboratory Technician Associate Degree Program – 2015-2016**

<i>Objectives/Outcomes</i>	<i>Measure</i>	<i>Expectation/Result</i>	<i>Analysis</i>	<i>Action</i>	<i>Outcome</i>
1. Possess the appropriate and necessary competencies for entry level employment in the medical laboratory. (CLO 8)	Evaluated by clinical instructors at assigned facility during clinical rotation using online Performance Evaluation report forms. <b>SPRING 2016</b>	Cumulative class result will be 70% or better.  <u>Results:</u> Hematology: 95.7% Clinical Chem: 96.4% Microbiology: 80.8% Blood Bank: 96.1% Urinalysis: 94.5%	Met expectation.	No action indicated. Continue to monitor.	Averages are statistically similar to prior years.
	Program Completion Rates <b>SPRING 2016</b>	Three year average result of students who began the final half of the program during the given time period and have since graduated will be 70% or better.  Three year average completion rate: 95.8%  2015 begin: 4 2016 graduate: 4 Completion rate: 100%  2014 begin: 11 2015 graduate: 11 Completion rate: 100%  2013 begin: 9 2014 graduate: 8 Completion rate: 88.9%	Met expectation.	No action indicated. Continue to monitor.	Average is statistically similar to prior years.

**Medical Laboratory Technician Associate Degree Program – 2015-2016**

<i>Objectives/Outcomes</i>	<i>Measure</i>	<i>Expectation/Result</i>	<i>Analysis</i>	<i>Action</i>	<i>Outcome</i>
	<p>Job Placement Rates <b>SPRING 2016</b></p>	<p>Three year average placement in career within 1 year of graduation will be 70% or better:</p> <p>Three year average placement rate: 82.6%</p> <p><b>2014 Results:</b> 8 graduates 7 working FT (87.5%) 1 not working due to health reasons (12.5%)</p> <p><b>2015 Results:</b> 11 graduates 8 working FT (72.7%) 3 not working due to various reasons (27.3%)</p> <p><b>2016 Results:</b> 4 graduates 4 working FT (100%) 0 not working</p>	<p>Met expectation.</p>	<p>No action indicated. Continue to monitor.</p>	<p>Average is statistically similar to prior years.</p>

**Medical Laboratory Technician Associate Degree Program – 2015-2016**

<i>Objectives/Outcomes</i>	<i>Measure</i>	<i>Expectation/Result</i>	<i>Analysis</i>	<i>Action</i>	<i>Outcome</i>
2. Demonstrate the appropriate and necessary personal and work characteristics that contribute to effective job performance, relations and retention. (CLO 4,6)	Evaluated by clinical instructors at assigned facility during clinical rotation using online Affective Behavior Evaluation Report forms. <b>SPRING 2016</b>	Cumulative class result will be 70% or better.  <u>Results:</u> Hematology: 96.8% Clinical Chem: 99.8% Microbiology: 82.2% Blood Bank: 93.9% Urinalysis: 97.4%	Met expectation.	No action indicated. Continue to monitor.	Average is statistically similar to prior years.
3. Use appropriate and necessary communication skills to ensure success in job performance, job relations and job retention. (CLO 1,2,3)	Alumni/Employer Survey <b>2014</b>  <b><u>NOT CONDUCTED</u></b> <b><u>YET</u></b>	Cumulative 3 year average result of survey respondents on oral and written communication will be 4.00 or better on 5.00 scale.  Results: 4.2	Met expectation.	No action indicated. Continue to monitor.	Average is statistically similar to prior years.

**Medical Laboratory Technician Associate Degree Program – 2015-2016**

<i>Objectives/Outcomes</i>	<i>Measure</i>	<i>Expectation/Result</i>	<i>Analysis</i>	<i>Action</i>	<i>Outcome</i>
4. Apply the theory of technical specialization using critical thinking/reasoning while working independently. (CLO 7,8,9)	Alumni/Employer Survey <b>2014</b>  <b><u>NOT CONDUCTED</u></b> <b><u>YET</u></b>	Cumulative 3 year average result of survey respondents on thinking critically and analytically will be 4.00 or better on 5.00 scale.  Results: 4.2	Met expectation.	No action indicated. Continue to monitor.	Average is statistically similar to prior years.
5. Use mathematical data and reasoning skills in relation to the medical laboratory. (CLO 5)	MEDT-1060 Course Outcomes <b>2014</b>  <b><u>NOT CONDUCTED</u></b> <b><u>YET</u></b>	Cumulative 3 year average result of survey respondents math skills will be 4.00 or better on 5.00 scale.  Results: 4.1	Met expectation.	No action indicated. Continue to monitor.	Average is statistically similar to prior years.



**Medical Laboratory Technician Associate Degree Program – 2015-2016**

<i>Objectives/Outcomes</i>	<i>Measure</i>	<i>Expectation/Result</i>	<i>Analysis</i>	<i>Action</i>	<i>Outcome</i>
6. Be prepared to take external certification examinations. (CLO 5,6,7,8,9)	Mock Registry Exam Results conducted at end of training cycle. <b>SPRING 2016</b>	Cumulative class average will be 70% or better.  Result: 79.5%	Met expectation.	No action indicated. Continue to monitor.	Average is statistically similar to prior years.
	Post Clinical Training content area exam results conducted at end of training cycle. <b>SPRING 2016</b>	Cumulative class in each content area average will be 70% or better.  <u>Results:</u> Hematology: 77.0% Clinical Chem: 89.0% Microbiology: 87.5% Blood Bank: 82.0% Urinalysis: 78.0% Immunology: 83.5% Lab Operations: 86.5%	Met expectation.	No action indicated. Continue to monitor.	Average is statistically similar to prior years.
	Board of Certification (BOC) results <b>SPRING 2016</b>	Three year average BOC pass rate within first year of graduation will be 70% or better.  Three year average pass rate within first year of graduation: 88.6%  Program 2014: 7/7 (100%) 2015: 10/11 (90.9%) 2016: 3/4 (75%) National: 80.7% 2014: 77.8% 2015: 81.8% 2016: 82.6%	Met expectation.	No action indicated. Continue to monitor.	Average is statistically similar to prior years.

**Medical Laboratory Technician Associate Degree Program – 2015-2016**

<i>Objectives/Outcomes</i>	<i>Measure</i>	<i>Expectation/Result</i>	<i>Analysis</i>	<i>Action</i>	<i>Outcome</i>
	Board of Certification (BOC) results <b>SPRING 2016</b>	All content areas will have BOC exam program mean scaled score of >400 on first attempt  <u>Results:</u> Hematology: 428 Clinical Chem: 482 Microbiology: 511 Blood Bank: 451 Urinalysis: 505 Immunology: 440 Lab Operations: 416	Met expectation.	No action indicated. Continue to monitor.	Average is statistically similar to prior years.



**Mid-Plains Community College  
Assessment Report: Narrative Summary**

**Academic Year:  
2015-16**

**Program: Nursing (ADN/2<sup>nd</sup> Year)  
Division: Health Occupations**

**Summary of Prior Year's (2014-15) Recommendations**

<u>Outcome</u>	<u>Results</u>		
Outcome 1	Met expectations		
Outcome 2	Did not meet expectations		
Outcome 3	Met expectations		
Outcome 4	Met expectations		
Outcome 5	Met expectations		
Outcome 6	Met expectations		
Outcome 7	Met expectations		
Outcome 8	Inconclusive		
<b>Comparison between 2014-15 &amp; 2015-16</b>			
	<b>2014-15</b>	<b>2013-14</b>	
Total # of Outcomes Met	6	Total # of Outcomes Met	5
Total # Outcomes Not Met	1	Total # Outcomes Not Met	3
Total # Outcomes Inconclusive	1	Total # Outcomes Inconclusive	0

**2015-16 Assessment Data**

**Introduction**

In 2015-16, the nursing program initiated a change to a concept-based curriculum. The change will take effect in 2017-18.

**Results/Outcomes, Assessment Methods & Procedures, and Conclusions, Recommendations, and Changes Made**

See assessment matrix for specific details.

<b>2015-16 ADN Assessment Summary</b>	
<u>Outcome</u>	<u>Results</u>
Outcome 1	Measure #1: Not Met Measure #2: Met
Outcome 2	Measure #1: Not Met Measure #2: Met
Outcome 3	Measure #1: Not Met Measure #2: Met
Outcome 4	Measure #1: Met Measure #2: Not Met Measure #3: Met Measure #4: Not Met Measure #5: Met Measure #6: Met Measure #7: Not Met



	Measure #8: Met
Outcome 5	Measure #1: Met
Outcome 6	Measure #1: Met
Outcome 7	Measure #1: Not Met Measure #2: Met
Outcome 8	Measure #1: Not Met

**LEARNING OBJECTIVES/OUTCOMES DATA  
2015-2016 ADN ASSESSMENT**

<b>Associate Degree Nursing</b>					
<i>Objectives/Outcomes</i>	<i>Measure</i>	<i>Expectation/Result</i>	<i>Analysis</i>	<i>Action</i>	<i>Outcome</i>
1. Contribute to the ongoing database to identify human needs for clients of all ages (CLO 3,6,8)	Clinical evaluation tool: NCII: II.A	90% of 1 <sup>st</sup> year students will score 4 of 5 points in the final 2 weeks on med-surg area in spring semester Result: 87.5%	Not met	Objective rewritten for 2016-17 due to new curriculum implementation.  Continue to monitor	
	NCV: II.A	95% of 2 <sup>nd</sup> year students will score 4 of 5 points in the final 2 weeks on med-surg area in spring semester Result: 96%	Met		
2. Utilize the nursing process to meet patient's needs in a caring non-judgmental manner utilizing goal directed critical thinking with scientific rationale (CLO 6,7,8)	Clinical evaluation tool: NCII: II.B; II.C3; II.D II.E	90% of 1 <sup>st</sup> year students will score 16 of 20 points in the final 2 weeks on med-surg area in spring semester Result: 79.1%	Not Met	Objective rewritten for 2016-17 due to new curriculum implementation.  Continue to monitor	
	NCV: II.C 1, 2; II.D	95% of 2 <sup>nd</sup> year students will score 12 of 15 points in the final 2 weeks on med-surg area in spring semester Result: 95.62%	Met		

<p>3. Provide competent, knowledgeable care to patients with health problems utilizing therapeutic communication and patient education. (CLO 2,6,7,8)</p>	<p>Clinical evaluation tool: NCII: III.A; III.B; III.C</p> <p>NCV: III.A; III.B</p>	<p>90% of 1<sup>st</sup> year students will score 12 of 15 points in the final 2 weeks on med-surg area in spring semester Result:83.33%</p> <p>95% of 2<sup>nd</sup> year students will score 8 of 10 possible points in the final 2 weeks on med-surg area in spring semester Result: 96%</p>	<p>Not Met</p> <p>Met</p>	<p>Objective rewritten for 2016-17 due to new curriculum implementation.</p> <p>Continue to monitor</p>	
<p>4. Utilize knowledge gained from the nursing, humanistic, physical and behavioral sciences to provide specialized nursing care to clients. (CLO 4,5,6,7,8)</p>	<p>Clinical evaluation tool: Math/med NCII: I.E</p> <p>NCV: I.D 1, 2, 3</p> <p>Math Exam Grades</p>	<p>90% of 1<sup>st</sup> year students will score 4 of 5 points in the final 2 weeks on med-surg area in spring semester Result: 91.6%</p> <p>95% of 2<sup>nd</sup> year students will score 12 of 15 possible points in the final 2 weeks on med-surg area in spring semester Result: 87.5%</p> <p>90% of 1<sup>st</sup> year students will have an average math exam grade of 85% or higher Result: 100%</p> <p>95% of 2<sup>nd</sup> year student will have an average math exam grade of 90% or higher</p>	<p>Met</p> <p>Not Met</p> <p>Met</p> <p>Not Met</p>	<p>Objective rewritten for 2016-17 due to new curriculum implementation.</p> <p>Continue to provide medication reviews during post conference. Implement math remediation in addition to the math reviews</p> <p>Objective rewritten for 2016-17 due to new curriculum implementation.</p> <p>Implement math remediation in addition to the math reviews. Increased the math</p>	<p>Peer medical math tutoring offered through the student success center in addition to the remediation and the medication reviews</p> <p>Peer medical math tutoring offered through the student success center.</p>

	Psych-soc NCII: II.A2	Result: 58.3 %		grade requirement from 78% to 80% average	Tutoring session held by nursing math instructor, review sheets with answer key posted to blackboard
	NCV: II.A2	90% of 1 <sup>st</sup> year students will score 4 of 5 points in the final 2 weeks on med-surg area in spring semester Result: 91.6 %	Met	Objective rewritten for 2016-17 due to new curriculum implementation.	
	Correlation of all aspects of care: NCII: IV.B	95% of 2 <sup>nd</sup> year students will score 4 of 5 points in the final 2 weeks on med-surg area in spring semester Result: 95.8%	Met	Continue to monitor	
	NCV: IV.C	90% of 1 <sup>st</sup> year students will score 4 of 5 points in the final 2 weeks on med-surg area in spring semester Result: 83.3 %	Not Met	Objective rewritten for 2016-17 due to new curriculum implementation.	
		95% of 2 <sup>nd</sup> year students will score 4 of 5 points in the final 2 weeks on med-surg area in spring semester Result: 96%	Met	Continue to monitor	
5. Participate in lifelong learning to enhance professional growth (CLO 8)	Clinical evaluation tool: NCV: VII.C 1; VI.D 5	95% of 2 <sup>nd</sup> year students will score 8 of 10 possible points in the final 2 weeks on med- surg area in spring semester Result: 95.45%	Met	Continue to montior	

<p>6. Functions in beginning management role while planning and providing care for a group of patients. (CLO 7,8)</p>	<p>Clinical evaluation tool: NC V: V.E</p>	<p>95% of 2<sup>nd</sup> year students will score 5 of 5 possible points in the final 2 weeks on med-surg in the spring semester. Result: 54.16%</p>	<p>Not met</p>	<p>Reevaluated the total score required and determined that a 4 out of 5 was more appropriate for a student nurse</p>	<p>Change score on 2016-17 assessment for this area.</p>
<p>7. Demonstrate accountability by functioning within nursing's ethical and legal frameworks (CLO 7,8)</p>	<p>Clinical evaluation tool: NC II: VII.A; VII.D  NC V: VI.C; VII.A ; VII.B</p>	<p>90% of 1<sup>st</sup> year students will score 8 of 10 possible points in the final 2 weeks on med-surg area in spring semester Result: 87.5%  95% of 2<sup>nd</sup> year students will score 12 of 15 possible points in the final 2 weeks on med surg area in spring semester Result: 96%</p>	<p>Not Met  Met</p>	<p>Objective rewritten for 2016-17 due to new curriculum implementation.  Continue to monitor</p>	
<p>8. Prepare to pass the licensing exam (NCLEX-RN) (CLO 8)</p>	<p>ATI Comprehensive Predictor  NCLEX-RN results</p>	<p>≥ 90% will score 69.3% or higher (90% chance of passing NCLEX on first attempt Result: 58.33 %  79.17% pass on first attempt</p>	<p>Not Met</p>	<p>Will take second ATI proctored exam during all semesters if score is below a level 2.  Encourage virtual ATI usage</p>	<p>100% of students took second ATI proctored exam during all semesters when scored below a level 2  50% of students that took live HURST review failed NCLEX-RN on the first attempt</p>





**Mid-Plains Community College  
Assessment Report: Narrative Summary**

**Academic Year:  
2015-16**

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

**Summary of 2014-15 Recommendations**

***Research Essay and Rubric***

For the past five years, ENGL 1010 students are exceeding the 75% benchmark set by English faculty. In 2014-15, the percentage of essays that scored more than the 16 points decreased slightly from 90.1% to 86.7%. Following is a summary of the 2014 results. A six-year comparison table is included later in this report.

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

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

***Spring 2015 Narrative Component***

**General findings**

- While evaluating essays using the rubric we used first semester, I have found my students have two areas they find difficult. The first area is grammar and mechanical issues. The second issue was with documentation. I used lecture and video to try and improve the issue. With schools in four locations it is sometimes difficult to check on student’s progress unless they are willing to share.
- One of the elements that some students were struggling with was a lack of grammar instruction, particularly with punctuation elements. This could be seen through the written work they were submitting, and they noted they would like more reminders and refreshers to improve on punctuation and to continue learning more diverse ways to incorporate punctuation.
- My Assessment involved students correctly building a works cited page for any essay, as well as the research paper. I have found that students dread this part of the process. Many years ago, I began completing this part of the process early on, so that it was not left to the end, when it is harder to encourage them to do this correctly. As soon as the sources are found my students complete their works cited page and hand it in for a grade. This works quite well.
- My students struggle with writing good thesis statements that encompass what the essays include and show what the purpose of the paper is. We read essays and search for and discuss the thesis statements, but professionals often don't have clearly state thesis statements for us to find and emulate. So I started doing "pretend" essay steps in class: pretend we are writing an essay about why everyone should buy a blue dog, or something equally silly. Removing the heavy structure of truth makes it easier to just examine the process.



- While reading early drafts of research papers, I noticed that some students were not integrating their direct quotations well; in addition, some quotations were incorrectly punctuated. To remedy this, I copy/pasted some of the issues into PearDeck slides.
- Critical thought is one of the biggest challenges we face in education today, and I have developed multiple strategies to promote self-directed conclusions through the processes of inquiry and vocabulary. This fall semester was my first opportunity for offering dual credit ENGL 1010 to our seniors. We had no problems when the assignments were at the thinking skill level requiring students to demonstrate knowledge from reading or lecture notes. The challenge began when it was time to develop topics and analyze them for multiple levels of understanding from multiple perspectives. I proceeded to present slides I created to demonstrate how people and groups from various socio-economic, gender, or racial backgrounds would view the same topic, leading to a final open-forum discussion in which all students participated and offered deeper analysis of topics.

**2015-16**

**Introduction**

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

**Assessment Methods & Procedures**

***Research Essay and Rubric***

Each faculty member will identify a representative sample group of students:

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

**Results/Outcomes**

**Research Essay**

In the Fall of 2015, ENGL 1010 93.6% of students achieved a score of 16 or higher on the essay. This is the highest percentage of the past six years and up 6.8% from 2014-15. For the past six years, ENGL 1010 students are exceeding the 75% benchmark set by English faculty.

<b>ENGL 1010 Fall 2015 Research Essay and Rubric Results</b>	
Total number of scored essays	249
Total number of essays scored > 16 points:	233
Percentage of essays scored > 16 points	93.6%
Total number of essays scored < 16 points:	16
Percentage of essays scored < 16 points	6.4%
Number of faculty who did not participate	0
Number of essays not submitted	0



**ENGL 1010**

**2010-2015 Research Essay Comparison**

<b><u>Year</u></b>	<b><u>Results</u></b>
2015	93.6% scored at least 16 points
2014	86.8% scored at least 16 points
2013	90.1% scored at least 16 points
2012	87.1% scored at least 16 points
2011	86.6% scored at least 16 points
2010	90.1% scored at least 16 points



**Mid-Plains Community College  
Assessment Report: Narrative Summary**

**Academic Year:  
2015-16**

**Course: BIOS 1010 General Biology (McCook Community College)  
Division: Math and Science**

**Summary of Prior Year's (2014-15) Recommendations**

Since the Fall of 2013, McCook Community College BIOS 1010 General Biology courses have participated in a course assessment project based on course outcomes and a final capstone osmosis and research paper scores. Overall, students met expectations for both course outcomes and the capstone osmosis project.

**2015-16 Assessment Data**

See assessment matrix for specifics.

**Results/Outcomes**

**Assessment Methods & Procedures**

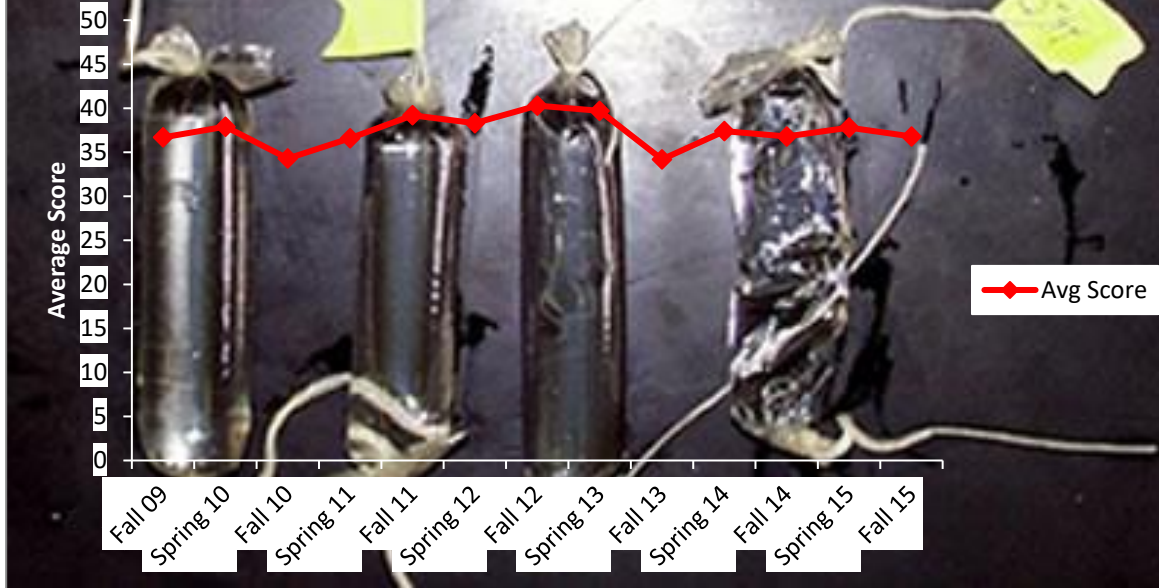
- A faculty developed pre and post-test given to students on the first and last day of class
- A rubric designed to evaluate critical thinking as it relates to biology related issues.
- Capstone osmosis lab and research scores.

**Conclusions, Recommendations, and Changes Made**

<b><u>Course Objective</u></b>	<b><u>Conclusions/Recommendation</u></b>
Foster critical thinking skills in examining biology-related issues	Continue to work on improving lab activities and study questions to encourage and improve critical thinking skills.

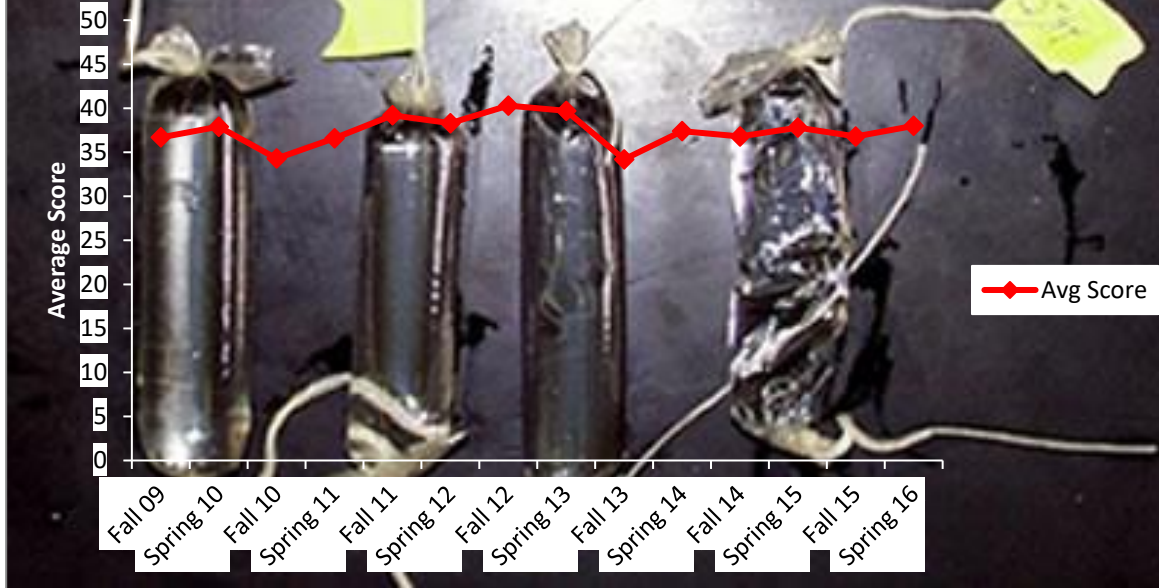
<b>Assessment Matrix - MCC BIOS 1010 Fall 2015</b>					
<b>Objectives</b>	<b>Measure</b>	<b>Expected/Results</b>	<b>Analysis</b>	<b>Action</b>	<b>Outcome</b>
Meet general education science requirements and transfer as a core requirement to most 4-year institutions	Faculty-developed Pre/Post Test given to students on first day and again on last day of class	Expected- Pre= 40% average Post= 55% average  Results- Pre = 39.35% average Post = 52.77% average	Students scored slightly below both pre and posttest expected scores, with an average of 13.42% at the end of the semester.	Continue to work towards meeting 40% pretest, 55% posttest, and at least 15% improvement goals.	Spring '16 pretest score was 63.22%, posttest average was 20.39%!!!
Foster critical thinking skills in examining biology-related issues	Students were given a short review of research in biology and were asked to identify the question, hypothesis, variables, results, & then come to conclusions	Expected out of a 7 point rubric- Pre= 3 pt average Post= 5 pt average  Results- Pre= 2.45 average Post= 3.81 average	Students began the semester below expectations in this category. At the end of the semester, students showed a 19% average increase in their score.	Students improved, but still struggled with this topic. Continue to work on improving lab activities and study questions to meet stated goals.	Spring '16 average posttest score was a 4.05 average.
Illustrate how the process of science can be utilized as part of problem-solving strategies	Faculty developed Survey Question "Rank your comfort level in applying the steps of the scientific method" 1. Can't apply 2. Fair 3. Good 4. Very Good	Pre – survey 4= 0 3= 7 2= 13 1= 11 Post – survey 4= 6 3= 18 2= 7 1= 0	Only 22% of students originally rated themselves as a 3 or a 4. At the end of class 77% rated themselves as a 3 or 4.	Continue the goal that moves at least 70% of students into the top 3 and 4 levels by identifying and utilizing the steps of the scientific method used during each weekly lab exercise.	78% of Spring '16 students rated themselves as a 3 or 4 (good or very good) with applying the scientific method, well above the goal.
Introduce students to biological laboratory techniques	Students completed capstone laboratory and research paper concerning osmosis in cells	Expected out of a 50 point rubric - 35 point average  Results- 36.8 pt average	See long-term analysis on following page.	Continue exercises on scientific writing and experimental design.	Spring '16 average score on the research paper was a 38.0.

# Capstone Osmosis Lab and Research Paper scores



<b>Assessment Matrix - MCC BIOS 1010 Spring 2016</b>					
<b>Objectives</b>	<b>Measure</b>	<b>Expected/Results</b>	<b>Analysis</b>	<b>Action</b>	<b>Outcome</b>
Meet general education science requirements and transfer as a core requirement to most 4-year institutions	Faculty developed Pre/Post Test given to students on first day and again on last day of class	Expected- Pre= 40% average Post= 55% average  Results- Pre = 42.83% avg. Post = 63.22% avg.	Students exceeded the posttest goal, improving by a massive average of 20.39% at the end of the semester!	Continue the goal of students demonstrating a minimum 15% increase.	TBD
Foster critical thinking skills in examining biology-related issues	Students were given a short review of research in biology and were asked to identify the question, hypothesis, variables, results, & come to conclusions	Expected out of a 7 point rubric- Pre= 3 pt average Post= 5 pt average  Results- Pre= 0.85average Post= 3.17 average	Students began the semester far below the expected ability to think critically and identify a question, state a hypothesis, and recognize conclusions. By the end, students showed a 33% average increase in their ability to think critically.	Reevaluate expectations for pretest- students have consistently scored well below expected on pretest. Rewrite pre/posttest question to see if this changes student average score.	TBD
Illustrate how the process of science can be utilized as part of problem-solving strategies	Faculty developed Survey Question “Rank your comfort level in applying the steps of the scientific method” 1. Can’t apply 2. Fair 3. Good 4. Very Good	Pre – survey 4= 0 3= 10 2= 24 1= 7 Post – survey 4= 6 3= 26 2= 9 1= 0	Only 24% of students originally rated themselves as a 3 or a 4. At the end of class 78% rated themselves as a 3 or 4.	Continue the goal that moves at least 70% of students into the top 3 and 4 levels by identifying and utilizing the steps of the scientific method used during each weekly lab exercise.	TBD
Introduce students to biological laboratory techniques	Students completed capstone laboratory and research paper concerning osmosis in cells	Expected out of a 50 point rubric - 35 point average  Results- 38.0 pt average	See long-term analysis on following page.	Continue the goal of students demonstrating a minimum score of 35 on capstone lab and paper.	TBD

# Capstone Osmosis Lab and Research Paper scores







**Mid-Plains Community College  
Assessment Report: Narrative Summary**

**Academic Year:  
2015-16**

**Courses: CHEM 1050 Survey of Chemistry I, CHEM 1100 General Chemistry II, CHEM 2420 Organic Chemistry I**

**Division: Math and Science**

**Summary of Prior Year's (2014-15) Recommendations**

Overall, students met expectations. For the few students who did not meet expectations, poor attendance was a significant factor.

**2015-16 Assessment Data**

**Results/Outcomes**

Generally, students are meeting expectations except for some tests scores. However, test score expectations were raised for the 2015-16 academic year.

**Assessment Methods & Procedures**

Lab experiments, homework, and tests.

**Conclusions, Recommendations, and Changes Made**

Raised expectations will be left as is. If students continue to not meet expectations, the instructor will change lecture material to better address problematic areas.

## LEARNING OBJECTIVES/OUTCOMES DATA

<b>(Survey of Chemistry I) – (CHEM 1050) - (Spring - 2016)</b>					
<b>Objectives/Outcomes</b>	<b>Measure</b>	<b>Expectation/Result</b>	<b>Analysis</b>	<b>Action</b>	<b>Outcome</b>
The student will successfully demonstrate an understanding of stoichiometry	Lab experiments that involve concepts of limiting reagent, %yield, theoretical yield, and concepts relating to balanced chemical equations.	All students will be able to complete lab experiments on their own or in a group with a grade of 90% or higher	All students completed labs in a group with a 90% or higher. No students required additional help from instructor.	Expectations have been raised from previous semesters. Specifically the expectations on test grades.	As expectations have been raised, some students have not met them. Specifically on the testing end. The majority of students are meeting expectations. I will leave the expectations where they are and see what happens in the next semester. If need be I may change the lecture material to better describe these problematic areas.
	Homework that involve concepts of limiting reagent, %yield, theoretical yield, and concepts relating to balanced chemical equations.	All students will be able to complete HW assignments without requiring “severe” help. (“Severe” being defined as requiring 30 minutes or more help from instructor outside of class.)	All students were able to complete homework without needing “severe” help.		
	Tests that involve concepts of limiting reagent, %yield, theoretical yield, and concepts relating to balanced chemical equations.	All students pass the exam with a grade of “70 %” or higher, with 80% of the student receiving a grade of “80%” or higher.	2 students scored lower than 70% on the exam dealing with stoichiometry.		
The student will be able to identify a compound by chemical name, and give a correct chemical formula given the chemical name.	Lab experiments that involve naming compounds.	All students will be able to complete lab experiments on their own or in a group with a grade of 90% or higher	All students completed labs in a group with a 90% or higher. Very few students (less than 4) required additional help from instructor.	Expectations have been raised from previous semesters. Specifically the expectations on test grades.	As expectations have been raised, some students have not met them. Specifically on the testing end. The majority of students are meeting expectations. I will leave the expectations where they are and see what happens in the next
	Homework that involves naming compounds.	All students will be able to complete HW assignments without requiring “severe” help. (“Severe” being defined	All students were able to complete homework without needing “severe” help.		
	Tests that involve naming compounds.				

		<p>as requiring 30 minutes or more help from instructor outside of class.)</p> <p>All students pass the exam with a grade of “70 %” or higher, with 80% of the student receiving a grade of “80%” or higher.</p>	<p>All students met expectations on exam dealing with chemical naming.</p>		<p>semester. If need be I may change the lecture material to better describe these problematic areas.</p>
<p>The student will demonstrate an understanding of molecular geometry and hybridization of orbitals.</p>	<p>Lab experiments that involve concepts of Lewis structures.</p> <p>Homework that involve concepts of Lewis structures.</p> <p>Tests that involve concepts of Lewis structures.</p>	<p>All students will be able to complete lab experiments on their own or in a group with a grade of 90% or higher</p> <p>All students will be able to complete HW assignments without requiring “severe” help. (“Severe” being defined as requiring 30 minutes or more help from instructor outside of class.)</p> <p>All students pass the exam with a grade of “70 %” or higher, with 80% of the student receiving a grade of “80%” or higher.</p>	<p>All students completed labs in a group with a 90% or higher. Very few students (less than 4) required additional help from instructor.</p> <p>All students were able to complete homework without needing “severe” help.</p> <p>All students met expectations on exam dealing with geometry and hybridization</p>	<p>Expectations have been raised from previous semesters. Specifically the expectations on test grades.</p>	<p>As expectations have been raised, some students have not met them. Specifically on the testing end. The majority of students are meeting expectations. I will leave the expectations where they are and see what happens in the next semester. If need be I may change the lecture material to better describe these problematic areas.</p>
<p>The student will demonstrate an understanding of quantum mechanics and how it relates to an</p>	<p>Lab experiments that involve electron configuration/quantum mechanics.</p>	<p>All students will be able to complete lab experiments on their own or in a group with a grade of 90% or higher</p>	<p>All students completed labs in a group with a 90% or higher. Very few students (less than 4) required additional</p>	<p>Expectations have been raised from previous semesters. Specifically the expectations on test grades.</p>	<p>As expectations have been raised, some students have not met them. Specifically on the testing end. The</p>

<p>elements electron configuration.</p>	<p>Homework that involves electron configuration/quantum mechanics.</p> <p>Tests that involve electron configuration/quantum mechanics.</p>	<p>All students will be able to complete HW assignments without requiring “severe” help. (“Severe” being defined as requiring 30 minutes or more help from instructor outside of class.)</p> <p>All students pass the exam with a grade of “70 %” or higher, with 80% of the student receiving a grade of “80%” or higher.</p>	<p>help from instructor.</p> <p>All students were able to complete homework without needing “severe” help.</p> <p>3 student scored lower than 70% on exam dealing with quantum mechanics and electron configuration.</p>		<p>majority of students are meeting expectations. I will leave the expectations where they are and see what happens in the next semester. If need be I may change the lecture material to better describe these problematic areas.</p>
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### LEARNING OBJECTIVES/OUTCOMES DATA

<b>(General Chemistry II) – (CHEM 1100) - (Spring - 2016)</b>					
<i>Objectives/Outcomes</i>	<i>Measure</i>	<i>Expectation/Result</i>	<i>Analysis</i>	<i>Action</i>	<i>Outcome</i>
The student will successfully demonstrate an understanding of chemical rates at a freshman chemistry level.	Lab experiments that involve chemical rates.	All students will be able to complete lab experiments on their own or in a group with a grade of 90% or higher	All expectations met. The only exception was two students that stopped showing up in the middle of the semester.	Expectations have been raised from previous semesters. Specifically the expectations on test grades.	
	Homework that involves chemical rates  Tests that involve chemical rates.	All students will be able to complete HW assignments without requiring “severe” help. (“Severe” being defined as requiring 30 minutes or more help from instructor outside of class.)  All students pass the exam with a grade of “70 %” or higher, with 80% of the student receiving a grade of “80%” or higher.	All expectations met. The only exception was two students that stopped showing up in the middle of the semester.  All expectations met. The only exception was two students that stopped showing up in the middle of the semester.		
The student will successfully demonstrate an understanding of chemical equilibrium in general at a freshman chemistry level.	Lab experiments that involve chemical equilibrium.	All students will be able to complete lab experiments on their own or in a group with a grade of 90% or higher	All expectations met. The only exception was two students that stopped showing up in the middle of the semester.	Expectations have been raised from previous semesters. Specifically the expectations on test grades.	
	Homework that involves chemical equilibrium.  Tests that involve chemical equilibrium.	All students will be able to complete HW assignments without requiring “severe” help. (“Severe” being defined	All expectations met. The only exception was two students that stopped showing up in		

		<p>as requiring 30 minutes or more help from instructor outside of class.)</p> <p>All students pass the exam with a grade of “70 %” or higher, with 80% of the student receiving a grade of “80%” or higher.</p>	<p>the middle of the semester.</p> <p>All expectations met. The only exception was two students that stopped showing up in the middle of the semester.</p>		
<p>The student will demonstrate an understanding of strong and weak acids/bases.</p>	<p>Lab experiments that involve strong and weak acids/bases.</p> <p>Homework that involves strong and weak acids/bases.</p> <p>Tests that involve strong and weak acids/bases.</p>	<p>All students will be able to complete lab experiments on their own or in a group with a grade of 90% or higher</p> <p>All students will be able to complete HW assignments without requiring “severe” help. (“Severe” being defined as requiring 30 minutes or more help from instructor outside of class.)</p> <p>All students pass the exam with a grade of “70 %” or higher, with 80% of the student receiving a grade of “80%” or higher.</p>	<p>All expectations met. The only exception was two students that stopped showing up in the middle of the semester.</p> <p>All expectations met. The only exception was two students that stopped showing up in the middle of the semester.</p> <p>All expectations met. The only exception was two students that stopped showing up in the middle of the semester.</p>	<p>Expectations have been raised from previous semesters. Specifically the expectations on test grades.</p>	
<p>The student will demonstrate an understanding of the 1<sup>st</sup> and 2<sup>nd</sup> laws of thermodynamics as it</p>	<p>Lab experiments that involve the 1<sup>st</sup> and 2<sup>nd</sup> laws of thermodynamics.</p>	<p>All students will be able to complete lab experiments on their own or in a group with a grade of 90% or higher</p>	<p>All expectations met. The only exception was two students that stopped showing up in the middle of the</p>	<p>Expectations have been raised from previous semesters. Specifically the expectations on test grades.</p>	

### LEARNING OBJECTIVES/OUTCOMES DATA

<b>(Course Title) – (CHEM 2420) - (Spring 2016)</b>					
<i>Objectives/Outcomes</i>	<i>Measure</i>	<i>Expectation/Result</i>	<i>Analysis</i>	<i>Action</i>	<i>Outcome</i>
The student will successfully be able to name ethers, aldehydes, ketones, carboxylic acids, and carboxylic acid derivatives.	Lab experiments that involve naming ethers, aldehydes, ketones, carboxylic acids, and carboxylic acid derivatives.	All students will be able to complete lab experiments on their own or in a group with a grade of 90% or higher	All expectations met.	Expectations have been raised from previous semesters. Specifically the expectations on test grades. All expectations have still been met. I will leave these expectations as is. I will adjust after one more semester of data.	
	Homework that involves naming ethers, aldehydes, ketones, carboxylic acids, and carboxylic acid derivatives.	All students will be able to complete HW assignments without requiring “severe” help. (“Severe” being defined as requiring 30 minutes or more help from instructor outside of class.)	All expectations met.		
	Tests that involve naming ethers, aldehydes, ketones, carboxylic acids, and carboxylic acid derivatives.	All students pass the exam with a grade of “70 %” or higher, with 80% of the student receiving a grade of “80%” or higher	All expectations met.		
The student will successfully be able to demonstrate an understanding of substitution reactions and mechanisms for the following compounds; Aromatics, Ketones, Aldehydes, Carboxylic Acids, and Carboxylic Acid derivatives.	Lab experiments that involve substitution reactions and mechanisms for the following compounds; Aromatics, Ketones, Aldehydes, Carboxylic Acid derivatives	All students will be able to complete lab experiments on their own or in a group with a grade of 90% or higher	All expectations met.	Expectations have been raised from previous semesters. Specifically the expectations on test grades. All expectations have still been met. I will leave these expectations as is. I will adjust after one more semester of data.	
	Homework that involves substitution	All students will be able to complete HW assignments without requiring “severe” help. (“Severe” being defined as requiring 30 minutes	All expectations met.		

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



<p>applies to a freshman level of chemistry.</p>	<p>Homework that involves the 1<sup>st</sup> and 2<sup>nd</sup> laws of thermodynamics.</p> <p>Tests that involve the 1<sup>st</sup> and 2<sup>nd</sup> laws of thermodynamics.</p>	<p>All students will be able to complete HW assignments without requiring “severe” help. (“Severe” being defined as requiring 30 minutes or more help from instructor outside of class.)</p> <p>All students pass the exam with a grade of “70 %” or higher, with 80% of the student receiving a grade of “80%” or higher.</p>	<p>semester.</p> <p>All expectations met. The only exception was two students that stopped showing up in the middle of the semester.</p> <p>All expectations met. The only exception was two students that stopped showing up in the middle of the semester.</p>		
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**Mid-Plains Community College  
Assessment Report: Narrative Summary**

**Academic Year:  
2015-16**

**Course: MATH 1100 College Algebra  
Division: Math and Science**

**Summary of 2014-15 Recommendations**

- Expectations for Elementary and Intermediate Algebra were met.
- Expectations for College Algebra questions were not met.
- Students need more time to take the exam. Fifty minutes is not enough.
- Reorder questions so College Algebra related questions are first.
- Three questions will be deleted and several others will be changed.

**2015-16**

**Introduction**

From the early 2000s to Spring 2010, the CAAP exam was administered to MPCC graduates to assess, evaluate, and enhance student learning in general education areas. Due to low response rate, low data use, and high cost, the CAAP test was discontinued in the Spring of 2010. In the Fall of 2013, the math department met and developed a common exam for MATH 1150 College Algebra. This exam has been administered every semester since.

**Assessment Methods & Procedures**

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

**Results/Outcomes**

Expectations were met for:

- Use arithmetic skills to solve mathematical problems and apply a variety of mathematical concepts to solve elementary and intermediate algebra problems
  - Expected results: 80%
  - Actual Results: 79.6%
- Apply a variety of mathematical concepts to solve elementary and intermediate algebra problems
  - Expected results: 70%
  - Actual Results: 70.4%

Expectations were not met for:

- Apply a variety of mathematical concepts to solve College Algebra problems
  - Expected results: 60%
  - Actual Results: 57.9%

**Conclusions, Recommendations, and Changes Made**

- Students are still not meeting expectations for the College Algebra questions. Some faculty felt having the harder questions at the end of test doesn't give students enough time to work on the more difficult questions. The test questions will be reordered to see if that makes a difference.
- Math faculty recognize the problems with the common exam, including the lack of uniform condition under which the test is administered.



**Course:** MATH 1150 College Algebra Mathematics Department

**Date:** 2015-16

**Department:** Mathematics

	Objectives	Link to College SLO's	Measure & Methodology (who, what, when & why)	Expected Results/Standards (What students should have learned)	Expectation Met (Y or N)	Analysis	Action
1	Use arithmetic skills to solve mathematical problems		Questions 19-27 of a faculty-developed assessment given to all College Algebra students	Expected results for 2015-16: 80% Actual results for 2015-16: 79.6%	Yes	Expectation met.	It was decided to keep the College Algebra Assessment Test for another year. Discussion was held concerning other forms
2	Apply a variety of mathematical concepts to solve elementary and intermediate algebra problems		Questions 10-18 of a faculty-developed assessment given to all College Algebra students	Expected results for 2015-16: 70% Actual results for 2015-16: 70.4%	Yes	Expectation met.	of assessment for math. One possibility is Joanna's idea of assessing different courses by classroom objectives. Other ideas include looking into
3	Apply a variety of mathematical concepts to solve College Algebra problems		Questions 1-9 of a faculty-developed assessment given to all College Algebra students	Expected results for 2015-16: 60% Actual results for 2015-16: 57.9%	No	Results below expectation, but 6.5% better than the previous year.	factors that affect assessment results such as class attendance, completion of homework and pass/fail rates.