

- For all data reported, show sample size (n=75).											
Analysis of Results											
	What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)	Data Point 1 (Fall 2017) (2178)	Data Point 2 (Spring 2018) (2182)	Data Point 3 (Fall 2018) (2188)	Data Point 4 (Spring 2019) (2192)	Team Goal %	
<b>EXAMPLE</b>	Program - AAS in Accounting Technology; <b>SLO</b> - "The student will demonstrate the ability to analyze financial statements"; <b>Goal</b> - 80% score on embedded test questions	In ACC-213 (Managerial Accounting), students scores on embedded test questions on the final exam will assess ability to analyze financial statements. This is a direct, summative, internal assessment.	After three years of subpar student performance, the goal has been met for the last two years.	Although instructors review various examples in class, students were not getting enough practice analyzing financial statements on their own outside of class.	Graded homework assignments where students analyze financial statements were introduced in 2014. This led to improved student performance on this measure. Now, further work will be done to improve the graded homework assignments.	<b>AS in Accounting SLO: Analyze Financial Statements</b> 	70	67	72	86	92
	Program - AS in Accounting <b>SLO</b> - Process financial transactions throughout the accounting cycle; <b>Goal</b> - 70% of the student cohort successfully complete the Finder's Exam with a 60% or better.	10-101-120 Accounting 2; Completion and submission of the finders exam will assess the ability to process financial transactions. (Internal, Direct, Singular, Summative)	Course success rates have increased since fall of 2016.	Although instructors review various examples in class, students were not getting enough practice with financial transactions throughout the accounting cycle on their own outside of class.	Emphasis was placed on completing non-graded homework prior to completing graded homework using our online homework management system, CNow. The Course Success Rate (CSR) increased from 62.29% in fall 2016 to 86.21% in fall 2017.	<b>Completion of Finder's Exam Assessment</b> 	90	91	83	88	70
	Program - AS in Accounting <b>SLO</b> - Analyze financial and business information to support planning and decision-making; <b>Goal</b> - 90% of the student cohort successfully complete and submit the Net Solutions Capstone Project with a 70% or better.	10-101-156 Accounting - Automated Applications; Completion and submission of Net Solutions Capstone Project demonstrating the ability to analyze financial and business information to support planning and decision-making. (Direct, Summative, Internal)	The students were certainly completing the requirements of the capstone project to a very satisfactory level or percentage as shown in the chart.	Although the students were performing well on the project, we found that the project was not strong enough or lacked the real life examples that they would encounter once they graduated with their degree.	Implemented a new project specifically designed by an instructor at WCTC - Waukesha Technical College that did provide more real life examples, tax reports and financial statement analysis. This project began in the Fall of 19 semester. New results based upon the DM Yard Service Capstone project will be forthcoming.	<b>Completion of Net Solutions Capstone Proj.</b> 	96	100	94	96	70
	Program - AS in Administrative Professional <b>SLO</b> - Demonstrate effective workplace communications; <b>Goal</b> - 80% of the student cohort complete and submit the Employer Performance Questionnaire with a 70% or better.	10106199 - AP Career Experience; Completion and submission of the Employer Performance Questionnaire demonstrating effective workplace communications. (Formative, Internal, Direct)	In FA15 & SP16, students who did not successfully complete the course have not completed the work reports and necessary artifacts required in the course. In FA16 & SP17, all students have successfully completed the course. Our goal is 80%, so we have met the goal for the last two years.	Students successfully pass the course, and the criteria within this program outcomes are typically met. Students are taught to demonstrate workplace communications throughout their program classes. This capstone class emphasizes this learning while working in the field.	At the current time, students are meeting this criteria. We will continue to monitor and improve upon this outcome regularly.	<b>Completion of Employer Performance Questionnaire</b> 	83	88	100	100	70

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Program - AS in Administrative Professional SLO - Apply technology skills to business and administrative tasks; Goal - Goal - 80% of the student cohort complete and submit the Employer Performance Questionnaire with a 70% or better.	10106199 - AP Career Experience; Completion and submission of the Employer Performance Questionnaire demonstrating technology skills to business and administrative tasks. (Formative, Internal, Direct)	FA17 and F18 did not meet the 80% goal. SP18 and SP19 did meet the goal.	Assessing program outcomes in the Career Experience course has become challenging as the assessment used is completed by an employer during the internship. A growing percentage of students are choosing an experience other than internship.	All program outcomes will be evaluated in the AP Business Simulation course moving forward. This ensures all students are being assessed on all program outcomes.	<p><b>Submit Supervisor Eval..</b></p> <table border="1"> <tr> <td>73</td> <td>91</td> <td>50</td> <td>100</td> </tr> <tr> <td>FA 17 (n=11)</td> <td>SP 18 (n=11)</td> <td>FA 18 (n=2)</td> <td>SP 19 (n=2)</td> </tr> </table>	73	91	50	100	FA 17 (n=11)	SP 18 (n=11)	FA 18 (n=2)	SP 19 (n=2)	73	91	50	100	80
73	91	50	100															
FA 17 (n=11)	SP 18 (n=11)	FA 18 (n=2)	SP 19 (n=2)															
Program - AS in Business Analyst SLO - Perform elicitation, validation, and analysis of requirements to meet a business need Goal - Students successfully complete the final project with a 70% or higher.	10-102-132 BA Strategy Analysis: Capstone Project assesses directly student's ability to perform Business Analyst competencies via a summative internal instrument as well as presentation of Sharepoint Website demonstrating learning.	The course ran for the first time in Fall of 2016 and continues to exceed goal.	Student representatives and members of the Business Analyst Advisory Council recommended that while course competencies are being met, employer trends show an increase in the need for data analytics.	A three credit data analytics course will be available Fall 19. It will be taken prior to BA Strategy Analysis. Graded assignments and the capstone project will include competencies learned in the analytics course.	<p><b>Completion of Final Assessment</b></p> <table border="1"> <tr> <td>0.00</td> <td>0.00</td> <td>100.00</td> <td>100.00</td> </tr> <tr> <td>FA 15 (n=0)</td> <td>SP 16 (n=0)</td> <td>FA 16 (n=3)</td> <td>SP 17 (n=4)</td> </tr> </table>	0.00	0.00	100.00	100.00	FA 15 (n=0)	SP 16 (n=0)	FA 16 (n=3)	SP 17 (n=4)	0	0	100	100	70
0.00	0.00	100.00	100.00															
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Program - AS in Business Analyst SLO Build relationships with stakeholders Goal - 80% of the student cohort successfully complete the final International Studies project with 70% and higher grade.	10-102-126 Elicitation and Collaboration. Students apply communication techniques to build stakeholder relationships and demonstrate collaboration and teamwork skills by completing a Business Requirement Document. The project is a direct and formative assessment. The course will be redesigned using 8 week format and addition of two (2) new learning plans.	The course success rate dropped slightly to 8 students successfully completing with a lower level at 63.	The class has been in online format; however, the International Project with Student Services needs to be updated as well as collaboration efforts	10-102-126. This course has a new lead instructor and material will be updated to include course material/learning from LinkedIn Learning on how to collaborate more effectively. A new global project will also be included. Students will be contacted via WebEx on a regular basis with additional support to them.	<p><b>Complete International Studies Proj.</b></p> <table border="1"> <tr> <td>100</td> <td>33</td> <td>100</td> <td>63</td> </tr> <tr> <td>FA 17 (n=3)</td> <td>SP 18 (n=15)</td> <td>FA 18 (n=4)</td> <td>SP 19 (n=8)</td> </tr> </table>	100	33	100	63	FA 17 (n=3)	SP 18 (n=15)	FA 18 (n=4)	SP 19 (n=8)	100	33	100	63	70
100	33	100	63															
FA 17 (n=3)	SP 18 (n=15)	FA 18 (n=4)	SP 19 (n=8)															
Program - AS in Business Management SLO - Plan the operations of a business across functional areas; Goal - 85% of the student cohort completes the simulation with a 70% or better.	10-102-195 Business Simulation: Summative assessment is based off of a students successful demonstration of managing a simulated company by growing revenue, contribution margin, cumulative profit, etc. (Summative, External)	We had an increase in success rate. Our cohort goal was 85%. We fell short 2015/2016, but surpassed in 2016/2017 School Year	We had an increase in success rate. We did analyze these results and found that TSA should be an individual assessment and our scoring assessment was heavily reliant on group results.	As a result, we have adjusted the assessment evaluations and these numbers may not be as high in the future.	<p><b>Completion of Simulation Assessment</b></p> <table border="1"> <tr> <td>78.00</td> <td>82.00</td> <td>94.00</td> <td>93.00</td> </tr> <tr> <td>FA 15 (n=10)</td> <td>SP 16 (n=22)</td> <td>FA 16 (n=17)</td> <td>SP 17 (n=27)</td> </tr> </table>	78.00	82.00	94.00	93.00	FA 15 (n=10)	SP 16 (n=22)	FA 16 (n=17)	SP 17 (n=27)	78	82	94	93	70
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Program - AS in Business Management SLO - Organize Resources to Achieve the goals of the organization; Goal - 85% of the student cohort completes the simulation with a 70% or better.	10-102-195 Business Simulation: Summative assessment is based off of a students successful demonstration of managing a simulated company by organizing resources to achieve business results. (Summative, External)	We dipped a bit in overall success rate with an 89%. This rate is above our 85% cohort goal.	One of the adjustments made was to create a scoring system that evened out the individual group results and measured everyone equally. So, the slight dip was to be expected. The results are much more consistent and it's still an attainable goal for students to achieve.	The course still remains the most challenging course in the curriculum. We have introduced a light version of the simulation in Operations to familiarize students with the simulation prior to the final course and to help apply operational concepts in a simulated business. We are hoping this will improve overall success rates in this course.	<b>Complete Comp-XM Simulation</b> <table border="1"> <tr> <td>41</td> <td>60</td> <td>52</td> <td>47</td> </tr> <tr> <td>FA 17 (n=41)</td> <td>SP 18 (n=53)</td> <td>FA 18 (n=29)</td> <td>SP 19 (n=49)</td> </tr> </table>	41	60	52	47	FA 17 (n=41)	SP 18 (n=53)	FA 18 (n=29)	SP 19 (n=49)	41	60	52	47	70
41	60	52	47															
FA 17 (n=41)	SP 18 (n=53)	FA 18 (n=29)	SP 19 (n=49)															
Program - AS in Computer Support SLO - Manage information technology hardware Goal - 70% or higher score on hardware based project	10-154-157 IT:Support: Advanced Projects; Students show understanding of IT hardware management by completion of the research paper. (Direct, Indirect, Summative)	Goal has been exceeded, but the success rate increased over the last two semesters.	Continue to exceed 70% successful completion by maintaining the alignment of the prerequisites course competencies with the current course.	Project based assessments were introduced to evaluate student knowledge of competencies. This led to creating pre and post research assignments. Now, further individual research will be done to improve student knowledge and assessed through assignments.	<b>Completion of Research Paper Assessment</b> <table border="1"> <tr> <td>80.00</td> <td>78.00</td> <td>89.00</td> <td>100.00</td> </tr> <tr> <td>FA 15 (n=20)</td> <td>SP 16 (n=16)</td> <td>FA 16 (n=19)</td> <td>SP 17 (n=10)</td> </tr> </table>	80.00	78.00	89.00	100.00	FA 15 (n=20)	SP 16 (n=16)	FA 16 (n=19)	SP 17 (n=10)	80	78	89	100	70
80.00	78.00	89.00	100.00															
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Program - AS in Computer Support SLO - Manage Software; Goal - 90% of students successfully pass the software based project with a score of 70% or higher.	10-154-157 IT:Support: Advanced Projects; Students show understanding of IT software management by successfully completing the Data Backup and Imaging research project. (Formative, Direct, Internal)	We have maintained our goal with the exception of the Spring 18 semester. Based on scores from this past Spring scores will continue to exceed the goal.	Students continue to do well with this course competency. Because it is a group project students are accountable for the group success. This may be a reason for exceeding the goal.	No changes have been made is the past two semesters. We have discussed making a change to the imaging portion of the learning plan to include multicasting the image to more than one computer.	<b>Complete Data, Backups, Imaging, DRP</b> <table border="1"> <tr> <td>100</td> <td>67</td> <td>100</td> <td>83</td> </tr> <tr> <td>FA 17 (n=22)</td> <td>SP 18 (n=9)</td> <td>FA 18 (n=7)</td> <td>SP 19 (n=6)</td> </tr> </table>	100	67	100	83	FA 17 (n=22)	SP 18 (n=9)	FA 18 (n=7)	SP 19 (n=6)	100	67	100	83	70
100	67	100	83															
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Program - AS in Design and Graphic Technology SLO - Apply the principles of design to develop strategic marketing and communication products and services GOAL: 85% of students successfully complete with 75% or higher.	10-111-131 Graphic Design Project Management (previously 10-111-121 Graphic Design 2); (Summative, internal assessment)	Course is consistently maintaining an above average goal. Fall semesters tend to be more successful than Spring.	Course delivery and content is achieving desired consistent goals.	Current instructional methods are proving to be effective when developing design strategies as evident through live client projects. Continuous improvement strategies will be explored to continue above average performance and improve spring semester success.	<b>Completion of Final Design Project</b> <table border="1"> <tr> <td>91.00</td> <td>88.00</td> <td>100.00</td> <td>87.00</td> </tr> <tr> <td>FA 15 (n=35)</td> <td>SP 16 (n=15)</td> <td>FA 16 (n=16)</td> <td>SP 17 (n=15)</td> </tr> </table>	91.00	88.00	100.00	87.00	FA 15 (n=35)	SP 16 (n=15)	FA 16 (n=16)	SP 17 (n=15)	91	88	100	87	75
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Program - AS in Design and Graphic Technology SLO - Demonstrate proficiency in the use of design software, tools and technology. GOAL: 85% of students successfully complete with 75% or higher.	10-111-143 LAYOUT & COMPOSITION 2: Final Project focuses on package design assessing student use of multiple software applications, technology and tools to show proficiency in line with industry standards at project construction. (Direct, Summative)	Course is consistently maintaining an above average goal. Steady growth was shown after the below average results in Spring 2018.	Lower enrollments in our Spring selections can impact the data results for completion while course delivery and content is consistent and effective in other semesters.	Evaluation of course sequence and program load in courses allowed for resequencing and adjustments to assessments after Spring of 2018. A balanced student load has allowed for consistent growth and success in the final project as seen in FA18 & SP19. We will continue to monitor.	<p><b>Complete Final Design Project</b></p> <table border="1"> <tr> <td>96</td> <td>50</td> <td>92</td> <td>100</td> </tr> <tr> <td>FA 17 (n=26)</td> <td>SP 18 (n=10)</td> <td>FA 18 (n=26)</td> <td>SP 19 (n=18)</td> </tr> </table>	96	50	92	100	FA 17 (n=26)	SP 18 (n=10)	FA 18 (n=26)	SP 19 (n=18)	96	50	92	100	75
96	50	92	100															
FA 17 (n=26)	SP 18 (n=10)	FA 18 (n=26)	SP 19 (n=18)															
Program - AS in Digital Media Technology SLO - Apply the principles of design and storytelling to develop media products and services; Goal - 80% or higher score on reviewed portfolio.	10-206-199 Digital Media Career Experience, Portfolio Review Student is expected to present content produced over the course of their time in the program. Based on a portfolio presentation in front of program faculty, immediate feedback is provided to indicate a successful grade. (Direct, Summative, Internal)	The goal has been met for all but the SP 17 results. This shows that the plans implemented in Fall 2015 have been working properly and effectively.	Re-evaluation of portfolio rubric and presentations methods are underway to improve recent numbers.	Consistent per semester reviews with feedback have dramatically increased quality of student portfolio work. We will re-evaluate and set new benchmarks for quality of work that will need to be met each semester to raise the scores to the stated goal.	<p><b>Completion of Portfolio Review</b></p> <table border="1"> <tr> <td>80.00</td> <td>85.00</td> <td>60.00</td> <td>87.00</td> </tr> <tr> <td>FA 15 (n=10)</td> <td>SP 16 (n=13)</td> <td>FA 16 (n=5)</td> <td>SP 17 (n=11)</td> </tr> </table>	80.00	85.00	60.00	87.00	FA 15 (n=10)	SP 16 (n=13)	FA 16 (n=5)	SP 17 (n=11)	80	85	60	87	80
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Program - AS in Digital Media Technology SLO - Demonstrate proficiency in the use of media software, tools and technology; Goal - 80% of students pass portfolio review with a score of 70% or higher.	10-206-199 Digital Media Career Experience, Portfolio Review Student is expected to present content produced over the course of their time in the program. Based on a portfolio presentation in front of program faculty, immediate feedback is provided to indicate a successful grade. (Direct, Summative, Internal)	The goal has been met for all of the semesters except for FA17. This shows that the plans implemented since Fall 2017 have been working properly and effectively.	The portfolio rubric and presentations methods used have significantly increased numbers. We now to continue working with students to keep these numbers above our goals.	We continue to see an increase in engagement with the Portfolio Review, and have made modifications as to when and how the students get started creating the portfolio. This has allowed them to begin building their body of work sooner and update it more frequently.	<p><b>Complete the Portfolio Review</b></p> <table border="1"> <tr> <td>67</td> <td>80</td> <td>100</td> <td>88</td> </tr> <tr> <td>FA 17 (n=6)</td> <td>SP 18 (n=15)</td> <td>FA 18 (n=6)</td> <td>SP 19 (n=17)</td> </tr> </table>	67	80	100	88	FA 17 (n=6)	SP 18 (n=15)	FA 18 (n=6)	SP 19 (n=17)	67	80	100	88	70
67	80	100	88															
FA 17 (n=6)	SP 18 (n=15)	FA 18 (n=6)	SP 19 (n=17)															
Program - AS in Human Resources SLO - Create an organizational workforce plan; Goal - At least 90% of students will demonstrate proficiency on the final case study scoring 70% or higher.	10-116-111 Employee Recruitment; Case study project utilized for assessment of the student's ability to organize workforce plan (Direct, Formative, Summative)	Courses delivered online have shown lower success rates. The data for Spring 2017 is particularly low due to issues with the online simulation.	Results fluctuated based upon course mode. The team continually assess the case study, making changes where needed.	The online student simulation was the biggest focus. It has been updated to better assess the level of understanding for class materials.	<p><b>Completion of Final Case Study Assessment</b></p> <table border="1"> <tr> <td>78.00</td> <td>71.00</td> <td>81.00</td> <td>50.00</td> </tr> <tr> <td>FA 15 (n=18)</td> <td>SP 16 (n=24)</td> <td>FA 16 (n=26)</td> <td>SP 17 (n=16)</td> </tr> </table>	78.00	71.00	81.00	50.00	FA 15 (n=18)	SP 16 (n=24)	FA 16 (n=26)	SP 17 (n=16)	78	71	81	50	70
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Program - AS in Human Resources SLO - Develop training programs; Goal - At least 90% of students will demonstrate proficiency on the final case study scoring 70% or higher.	10-116-114 Training for Organizationst; Case study project utilized for assessment of the student's ability to develop and present a training program; (Direct, Formative, Internal)	After at or below average years, Spring 2019 rates increased to highest levels, now reaching 80%.	Results fluctuated based upon course mode. One blackboard shell was created to ensure consistency.	Having multiple shells made things difficult to measure accurately. Having only one shell will increase the accuracy of future assessments	<p><b>Complete the Case Study Project</b></p> <table border="1"> <tr><td>55</td><td>70</td><td>66</td><td>79</td></tr> <tr><td>FA 17 (n=29)</td><td>SP 18 (n=30)</td><td>FA 18 (n=29)</td><td>SP 19 (n=24)</td></tr> </table>	55	70	66	79	FA 17 (n=29)	SP 18 (n=30)	FA 18 (n=29)	SP 19 (n=24)	55	70	66	79	70
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Program - AS in Leadership Development SLO - Utilize quality strategies and tactics; Goal - Our goal is for students to pass with a 70% or higher	10-196-101 Leadership Development Career Experience; A capstone project is used to assess the student's ability to utilize quality strategies and tactics (Direct, Summative)	SP16 showed an increase in success and students have achieved our goal for this assessment since.	Results indicate overall student success due to adjustments with project requirements. However changes to expand career experience student selections could offer other opportunities for growth.	Create more flexibility for learners to choose which career experience interests them or applies more closely to their ultimate career goal.	<p><b>Completion of Capstone Project</b></p> <table border="1"> <tr><td>60.00</td><td>100.00</td><td>100.00</td><td>93.00</td></tr> <tr><td>FA 15 (n=5)</td><td>SP 16 (n=12)</td><td>FA 16 (n=8)</td><td>SP 17 (n=14)</td></tr> </table>	60.00	100.00	100.00	93.00	FA 15 (n=5)	SP 16 (n=12)	FA 16 (n=8)	SP 17 (n=14)	60	100	100	93	70
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Program - AS in Leadership Development SLO - Apply effective leadership skills; Goal - At least 90% of students will demonstrate proficiency on the team project with a 70% or higher.	10-196-189 Team Building Problem Solving; A team project is used to assess the student's ability to utilize team building strategies and tactics (Direct, Summative)	After at or below average years, Spring 2019 rates increased to highest levels.	Results indicate overall student success due to adjustments with team project.	Having multiple shells made things difficult to measure accurately. Having only one shell for all delivery modes will increase consistency and the accuracy of future assessments	<p><b>Complete Team Project</b></p> <table border="1"> <tr><td>50</td><td>64</td><td>63</td><td>97</td></tr> <tr><td>FA 17 (n=70)</td><td>SP 18 (n=119)</td><td>FA 18 (n=104)</td><td>SP 19 (n=98)</td></tr> </table>	50	64	63	97	FA 17 (n=70)	SP 18 (n=119)	FA 18 (n=104)	SP 19 (n=98)	50	64	63	97	70
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Program - AS in Manufacturing Operations SLO - Apply Human Resource policies and procedures; Goal: Our goal is for students to pass with a 70% or higher	10-196-193 Human Resource Management; Successful completion of the Final Written Report assessment will demonstrate the student's understanding of how to apply policies and procedures. (Direct, Formative, Summative)	Students have achieved our goal for this assessment however work could be done to raise the overall average scores	That results might be improved by using alternative instructional materials or tools	Acquisition of a new textbook with improved learning strategies will help improve the results	<p><b>Completion of Final Report Assessment</b></p> <table border="1"> <tr><td>77.00</td><td>76.00</td><td>84.00</td><td>87.00</td></tr> <tr><td>FA 15 (n=106)</td><td>SP 16 (n=112)</td><td>FA 16 (n=104)</td><td>SP 17 (n=114)</td></tr> </table>	77.00	76.00	84.00	87.00	FA 15 (n=106)	SP 16 (n=112)	FA 16 (n=104)	SP 17 (n=114)	77	76	84	87	70
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Program - AS in Manufacturing Operations SLO Apply effective leadership skills; Goal - At least 90% of students will demonstrate proficiency on the course project with a 70% or higher.	10-196-188 Project Management Fundamentals; Course project utilized for assessment of the student's ability to organize workplace projects utilizing project management tools. (Direct, Formative, Summative)	Results are above or close to goal level for the previous 3 years. These years represent course highs from the low of 56% in Fall 2017.	The results confirm the changes in course materials throughout the shell has proven to be successful, specifically as course success rates continue to be high, even with different instructors.	Having multiple shells made things difficult to measure accurately. Having only one shell for all delivery modes will increase consistency and the accuracy of future assessments	<p><b>Complete Course Project</b></p> <table border="1"> <tr> <td>56</td> <td>92</td> <td>87</td> <td>89</td> </tr> <tr> <td>FA 17 (n=27)</td> <td>SP 18 (n=13)</td> <td>FA 18 (n=31)</td> <td>SP 19 (n=38)</td> </tr> </table>	56	92	87	89	FA 17 (n=27)	SP 18 (n=13)	FA 18 (n=31)	SP 19 (n=38)	56	92	87	89	70
56	92	87	89															
FA 17 (n=27)	SP 18 (n=13)	FA 18 (n=31)	SP 19 (n=38)															
Program - AS in Marketing SLO - Identify and satisfy customer needs; Goal - Students successfully complete their portfolio with an 80% or better	10-104-183 Personal Brand-Portfo; Successful completion of final personal portfolio demonstrating brand and market strategies (summative, direct)	The results are consistently above the goal of 80% or higher with 100% of the students succeeding in Fall 2016.	While the numbers are solid, students are having a hard time summarizing the learning that is taking place throughout their entire college experience.	Implement a system in all program courses that focuses on key terminology and concepts. For example, a quick reference to Personal Brand Portfolio class prep sheet criteria in all class Blackboard templates.	<p><b>Completion of Portfolio Assessment</b></p> <table border="1"> <tr> <td>88.00</td> <td>85.00</td> <td>100.00</td> <td>82.00</td> </tr> <tr> <td>FA 15 (n=8)</td> <td>SP 16 (n=13)</td> <td>FA 16 (n=15)</td> <td>SP 17 (n=11)</td> </tr> </table>	88.00	85.00	100.00	82.00	FA 15 (n=8)	SP 16 (n=13)	FA 16 (n=15)	SP 17 (n=11)	88	85	100	82	80
88.00	85.00	100.00	82.00															
FA 15 (n=8)	SP 16 (n=13)	FA 16 (n=15)	SP 17 (n=11)															
Program - AS in Marketing SLO - Promote products, services, images, and/or ideas to achieve a desired outcome; Goal - Students successfully complete their portfolio with an 80% or better	10-104-183 Personal Brand-Portfolio; Successful completion of final personal portfolio and interview demonstrating brand and market strategies (summative, direct)	Fall 2017 saw a dip; then returned to over target results.	Artifact collection has been emphasized throughout the program. As a result, portfolios have become more robust.	Graded formative assessments have been added to the course to better prepare students for the final portfolio/interview.	<p><b>Complete the Portfolio</b></p> <table border="1"> <tr> <td>67</td> <td>91</td> <td>80</td> <td>100</td> </tr> <tr> <td>FA 17 (n=9)</td> <td>SP 18 (n=11)</td> <td>FA 18 (n=10)</td> <td>SP 19 (n=11)</td> </tr> </table>	67	91	80	100	FA 17 (n=9)	SP 18 (n=11)	FA 18 (n=10)	SP 19 (n=11)	67	91	80	100	80
67	91	80	100															
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Program - AS in Network Specialist SLO - Implement computer networks; Goal - 80% of student cohort pass with a 60% or higher on the capstone project.	10-150-170 IT:Network:Capstone; Students success will be assessed on a met/not met basis for the capstone project. (summative, direct)	FA16 and SP17 showed a trend upward. Though above the goal of 60%, there is still work to be done to maintain the increase.	We've determined we need to continue emphasizing the importance of retaining their classroom content as well as continuing to review and repeat to master the content of the course.	We will continue to identify capstone objectives in each course and pathway and stress the importance of practicing those objectives to not only meet the course outcomes but succeed on the capstone course.	<p><b>Completion of Capstone Project</b></p> <table border="1"> <tr> <td>79.00</td> <td>68.00</td> <td>77.00</td> <td>100.00</td> </tr> <tr> <td>FA 15 (n=14)</td> <td>SP 16 (n=22)</td> <td>FA 16 (n=13)</td> <td>SP 17 (n=10)</td> </tr> </table>	79.00	68.00	77.00	100.00	FA 15 (n=14)	SP 16 (n=22)	FA 16 (n=13)	SP 17 (n=10)	79	68	77	100	60
79.00	68.00	77.00	100.00															
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Program - AS in Network Specialist SLO - Implement Server Operating Systems; Goal - 100% of student cohort pass with a 70% or higher on the capstone project.	10-150-170 IT:Network:Capstone; success will be assessed on a met/not met basis for the capstone project. (summative, direct)	We started trending downward after we saw an upswing in previous assessments (FA 15 - SP17); however, we raised our condition for success from 60% to 70% in the current assessment terms. Our average this assessment is 78.5% compared to 81% in the previous assessment average.	Department faculty size has decreased from five full time staff to only three during FA17 - SP19. We also added an additional degree program in this time as well and moved a few class sequences which could be reflective in this four semester data picture.	We moved powershell back a semester to help students as we added it in Capstone. This should get students aquainted to PowerShell earlier giving them an extra semester to get aquainted with PowerShell before Capstone.	<p><b>Complete the Capstone Projects</b></p> <table border="1"> <tr><th>Term</th><th>Score</th></tr> <tr><td>FA 17 (n=6)</td><td>100</td></tr> <tr><td>SP 18 (n=10)</td><td>90</td></tr> <tr><td>FA 18 (n=7)</td><td>57</td></tr> <tr><td>SP 19 (n=18)</td><td>67</td></tr> </table>	Term	Score	FA 17 (n=6)	100	SP 18 (n=10)	90	FA 18 (n=7)	57	SP 19 (n=18)	67	100	90	57	67	70
Term	Score																			
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SP 19 (n=18)	67																			
Program - AS in Paralegal; SLO - Apply ethical principles in a legal environment; Goal - 80% or higher on portfolio assessment	In 10110199 (Paralegal Career Experience), students compile a portfolio containing assessed assignments demonstrating achievement of the SLO. This is a direct, summative, internal assessment.	After three terms of subpar student performance, the goal has been met for the last term.	Students were unclear as to the requirements for the Career Experience class and the portfolio	The Career Experience Syllabus was revised to include more detail with respect to course requirements in 2016. Students were introduced to the portfolio during Welcome Week and the Paralegal Intro/Legal Ethics class. Revisions were made to course syllabi and assignment descriptions to clarify portfolio requirements.	<p><b>Completion of Portfolio Assessment</b></p> <table border="1"> <tr><th>Term</th><th>Score</th></tr> <tr><td>FA 15 (n=8)</td><td>75.00</td></tr> <tr><td>SP 16 (n=7)</td><td>57.00</td></tr> <tr><td>FA 16 (n=4)</td><td>75.00</td></tr> <tr><td>SP 17 (n=6)</td><td>100.00</td></tr> </table>	Term	Score	FA 15 (n=8)	75.00	SP 16 (n=7)	57.00	FA 16 (n=4)	75.00	SP 17 (n=6)	100.00	75	57	75	100	80
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SP 17 (n=6)	100.00																			
Program - AS in Paralegal; SLO - Process Legal Documents; Goal - 80% or higher on portfolio assessment.	In 10110199 (Paralegal Career Experience), students compile a portfolio containing assessed assignments demonstrating achievement of the SLO. This is a direct, summative, internal assessment.	The goal has been met for the last term.	Our clarifications and periodic reminders to students were clear as to the requirements for the Career Experience class and the portfolio	Periodic announcements and reminders regarding requirements were made in class and also in BlackBoard Announcements	<p><b>Complete Portfolio</b></p> <table border="1"> <tr><th>Term</th><th>Score</th></tr> <tr><td>FA 17 (n=6)</td><td>50</td></tr> <tr><td>SP 18 (n=6)</td><td>50</td></tr> <tr><td>FA 18 (n=2)</td><td>0</td></tr> <tr><td>SP 19 (n=3)</td><td>67</td></tr> </table>	Term	Score	FA 17 (n=6)	50	SP 18 (n=6)	50	FA 18 (n=2)	0	SP 19 (n=3)	67	50	50	0	67	80
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SP 19 (n=3)	67																			
Program - AS in Software Developer; SLO -The student will design software systems; Goal - 80% completion on capstone, final project.	In 10-152-153 IT:Program:Team Software Dev., the capstone, final project will assess student ability to design software systems. This is a direct, summative, internal assessment.	Our rates continue to fluctuate, primarily because of the sample number. As we continue to grow our program, we hope continue a steady upward trend. With our current sample, the slight increase shows we are moving in a positive direction.	Based on the results, can we see that our Spring cohorts is usually similar to the size of our Fall cohorts. Our course success rates fluctuate, but all do meet our goal. We will need to continue to focus on Faculty Mentoring as we are seeing this is a beneficial investment in our students. Faculty Mentoring was not fully created for these	Our instructor and staff encouragement of Academic Coaching and Faculty Mentoring has been a critical component to our continued improvement in course success rate Fall->Fall and Spring->Spring.	<p><b>Completion of Capstone Project</b></p> <table border="1"> <tr><th>Term</th><th>Score</th></tr> <tr><td>FA 15 (n=9)</td><td>89.00</td></tr> <tr><td>SP 16 (n=12)</td><td>92.00</td></tr> <tr><td>FA 16 (n=8)</td><td>100.00</td></tr> <tr><td>SP 17 (n=7)</td><td>100.00</td></tr> </table>	Term	Score	FA 15 (n=9)	89.00	SP 16 (n=12)	92.00	FA 16 (n=8)	100.00	SP 17 (n=7)	100.00	89	92	100	100	80
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Program - AS in Software Developer; SLO -The student will design software systems; Goal - 90% of students receive an 70% completion, or higher, on the capstone, final project.	In 10-152-153 IT:Program:Team Software Dev., the capstone, final project will assess student ability to design software systems. This is a direct, summative, internal assessment.	Our rates continue to fluctuate, but are significantly above the minimum completion goal. Mostlikely candidate for this is still the small sample size - our enrollment numbers have not changed much from the previous year.	These results show that our current methodology regarding this material is structured well, and the students are responding to it in a flexible and sustained manner.	We changed small details in how the projects and the assessments that led p to them were formulated. Specifically we included more 'real-life' examples' into both. This gives the portfolio more menaing to the studnets as they are more invested in the outcome as it is based on what they are likely to encounter in industry after they graduate.	<p><b>Complete Portfolio</b></p> <table border="1"> <tr> <td>80</td> <td>77</td> <td>96</td> <td>89</td> </tr> <tr> <td>FA 17 (n=15)</td> <td>SP 18 (n=13)</td> <td>FA 18 (n=24)</td> <td>SP 19 (n=9)</td> </tr> </table>	80	77	96	89	FA 17 (n=15)	SP 18 (n=13)	FA 18 (n=24)	SP 19 (n=9)	80	77	96	89	70
80	77	96	89															
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Program - AS in Supply Chain Management SLO - Define (plan) operations, transportation, procurement and distribution; Goal - 80% score on software simulation	10-182-191 Supply Chain Simulation, The final case study will be used to assess student's ability to simulate a plan from start and distribution; Goal - 80% score on software simulation	The students struggle in the spring to meet 80% or better. The results are stronger in meeting 80% or better for fall than spring.	Instructor reviews concepts via lecture notes and case study simulations outcomes in class. Students that did not get enough practice were not completing the required work outside of class or in class.	Students are required to complete the assigned work and case study simulation in class before they can leave. This expectation has been added to the class policy.	<p><b>Completion of Final Case Study</b></p> <table border="1"> <tr> <td>50.00</td> <td>67.00</td> <td>100.00</td> <td>100.00</td> </tr> <tr> <td>FA 15 (n=4)</td> <td>SP 16 (n=3)</td> <td>FA 16 (n=4)</td> <td>SP 17 (n=5)</td> </tr> </table>	50.00	67.00	100.00	100.00	FA 15 (n=4)	SP 16 (n=3)	FA 16 (n=4)	SP 17 (n=5)	50	67	100	100	80
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Program - AS in Supply Chain Management SLO - Utilize SCM strategies and tactics: Goal - 85% of students pass with a 75% or higher on capstone project	10-182-199 SCM Career Experience; A capstone project has been added this past year to assess the student's ability to utilize SCM strategies and tactics(Direct, Summative) using X-culture partnership	The students that took xculture passed with a 90% or better.	I received great feedback that the students enjoyed taking the xculture simulation/capstone project. Therefore I plan to recommend and have the students have the option to take xculture for scm career experience class.	The improvements is to add the xculture option in the syllabus for career experience and make it a standard option for SCM stuednts to take if they can't find an internship.	<p><b>Complete the Capstone Project</b></p> <table border="1"> <tr> <td>100</td> <td>56</td> <td>100</td> <td>92</td> </tr> <tr> <td>FA 17 (n=4)</td> <td>SP 18 (n=9)</td> <td>FA 18 (n=1)</td> <td>SP 19 (n=12)</td> </tr> </table>	100	56	100	92	FA 17 (n=4)	SP 18 (n=9)	FA 18 (n=1)	SP 19 (n=12)	100	56	100	92	75
100	56	100	92															
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Program - AS in Web Development & Design; SLO -The student will design software systems; Goal - 80% completion on capstone, final project.	In 10-152-182 IT:Web:Scripting-PHP, the capstone, final project will assess student ability to design software systems. This is a direct, summative, internal assessment.	Our rates continue to fluctuate, primarily because of the sample number. As we continue to grow our program, we hope to see a steady upward trend. With our current sample, fall over fall has increased as well as spring over spring.	Based on the results, can we see that our Spring cohorts is nearly half the size of our Fall cohorts. Our course success rates are seeing improvement, but do not yet meet our goal. We will need to continue to focus on Faculty Mentoring as we are seeing this is a beneficial investment in our students. Faculty Mentoring was not fully	Our instructor and staff encouragement of Academic Coaching and Faculty Mentoring has been a critical component to our continued improvement in course success rate Fall->Fall and Spring->Spring.	<p><b>Completion of Final Project</b></p> <table border="1"> <tr> <td>69.00</td> <td>43.00</td> <td>81.00</td> <td>38.00</td> </tr> <tr> <td>FA 15 (n=13)</td> <td>SP 16 (n=7)</td> <td>FA 16 (n=16)</td> <td>SP 17 (n=8)</td> </tr> </table>	69.00	43.00	81.00	38.00	FA 15 (n=13)	SP 16 (n=7)	FA 16 (n=16)	SP 17 (n=8)	69	43	81	38	80
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Program - AS in Web Development & Design; SLO - The student will design software systems; Goal - 80% of students complete capstone, final project with a 70% or higher.	In 10-152-182 IT:Web:Scripting-PHP, the capstone, final project will assess student ability to design software systems. This is a direct, summative, internal assessment.	The success rate trend line is moving in an upward direction. Low sample size will continue to impact the results however, the impact of Academic Coaching is improving the overall results.	The results confirm the observations, program students that successfully complete course assessments will likely succeed on the final capstone project. Therefore, a focus on identifying students that are not successfully completing the weekly assessments is the key to improving overall success.	Using weekly assessments as a leading indicator instructors are focusing on contacting students using the Starfish communication and notification system. Students that are underperforming and encouraged to seek out Academic Coaching services. The early interventions will help improve the results on the final capstone project.	<p><b>Complete the Capstone Project</b></p> <table border="1"> <caption>Complete the Capstone Project Data</caption> <thead> <tr> <th>Term</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>FA 17</td> <td>78</td> <td>9</td> </tr> <tr> <td>SP 18</td> <td>50</td> <td>8</td> </tr> <tr> <td>FA 18</td> <td>75</td> <td>8</td> </tr> <tr> <td>SP 19</td> <td>100</td> <td>4</td> </tr> </tbody> </table>	Term	Score	n	FA 17	78	9	SP 18	50	8	FA 18	75	8	SP 19	100	4	78	50	75	100	70
Term	Score	n																							
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Program - AS in Entrepreneurship; SLO - Plan the operations of a business across functional areas ; Goal-85% of the student cohort completes the career experience course with a 70% or better.	Program began in Fall 2018 so our planned first graduating students will be May, 2020. Assessment strategies include summative and formal.	Program began in Fall 2018 so our planned first graduating students will be May, 2020. Assessment strategies include summative and formal. First assessment will be next assessment cycle.	Program began in Fall 2018 so our planned first graduating students will be May, 2020. Assessment strategies include summative and formal. First assessment will be next assessment cycle.	Program began in Fall 2018 so our planned first graduating students will be May, 2020. Assessment strategies include summative and formal. First assessment will be next assessment cycle.		No Data	No Data	No Data	No Data	70															
Program - AS in Event Management; SLO - Apply project management strategies to an event; Goal - 85% of the student cohort completes the career experience course with a 70% or better.	Program began in Fall 2018 so our planned first graduating students will be May, 2020. Assessment strategies include summative and formal.	Program began in Fall 2018 so our planned first graduating students will be May, 2020. Assessment strategies include summative and formal. First assessment will be next assessment cycle.	Program began in Fall 2018 so our planned first graduating students will be May, 2020. Assessment strategies include summative and formal. First assessment will be next assessment cycle.	Program began in Fall 2018 so our planned first graduating students will be May, 2020. Assessment strategies include summative and formal. First assessment will be next assessment cycle.		No Data	No Data	No Data	No Data	85															
Program - AS in Hospitality Management; SLO - Plan the operations of a business across functional areas ; Goal-85% of the student cohort completes the career experience course and the AHLA certification with a 70% or better.	Program began in Fall 2018 so our planned first graduating students will be May, 2020. Assessment strategies include summative and formal. First assessment will be next assessment cycle.	Program began in Fall 2018 so our planned first graduating students will be May, 2020. Assessment strategies include summative and formal. First assessment will be next assessment cycle.	Program began in Fall 2018 so our planned first graduating students will be May, 2020. Assessment strategies include summative and formal. First assessment will be next assessment cycle.	Program began in Fall 2018 so our planned first graduating students will be May, 2020. Assessment strategies include summative and formal. First assessment will be next assessment cycle.		No Data	No Data	No Data	No Data	70															