

Table 3.3.1.1-2: Assessment Instruments and Benchmarks

Program	2015-2016 Assessment Instrument(s)	2015-2016 Assessment Benchmark(s)
AA in English	<p>1. Writing samples from ENGL 1302 will be assessed using the following method (writing samples are assessed for each of the learning outcomes, using the rubric designed for that outcome):</p> <ul style="list-style-type: none"> · Full-time tenured and tenure-track faculty who are teaching ENGL 1302 will choose one course section to assess. Online and dual credit courses are eligible for assessment. · The faculty member will select student sample writing for an assignment that meets the artifact criteria: A documented formal academic essay, 500-600 words minimum, which includes correct citation of primary and secondary sources. · The faculty member will select the writing of students 1, 6, 11, 16, and 21 on the roster. If there is not a 21st student on the roster, then the instructor should go up the roster and select the writing of the next available student. The faculty will remove the names of the 5 students and any reference to the section number or faculty member teaching the course, duplicate the papers, and send them on to the two English faculty members who will assess the writing samples from the sections. · The two English faculty assessors will rate the writing samples using the holistic rubric: Highly Proficient, Proficient, Not Proficient. They will compile the results of the assessment for review by the English department. · A total of 30 papers were rated. Each paper was scored twice (once by each assessor). The total number of ratings for this sample was 60. 	<p>1. 70% of the sample surveyed will be either Proficient or Highly Proficient (this benchmark was set for each learning outcome).</p>

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AA in Humanities	<p>1. The HUMA 1311 reflection paper that the students write on a community cultural or artistic event is the assessment measure. These three aspects of the paper will contribute to the overall assessment of the outcome:</p> <p>The paper shows evidence that the student understands two global issues.</p> <p>The papers shows evidence that the student applies global issues to his/her life.</p> <p>The paper shows evidence that the student applies specific examples to connect global issues to his/her life to effect change.</p> <p>These three aspects will be assessed by the HUMA 1302 faculty member using the following rubric: Exceeds Expectations, Meets Expectations, and Does Not Meet Expectations.</p> <p>2. The HUMA 1302 reflection/creative paper on the theme “I Am/Yo Soy” is the assessment measure. These three aspects will contribute to the overall assessment of this outcome:</p> <p>The paper shows evidence that the student links literacy to society both locally and globally.</p> <p>The paper shows evidence that the student understands that literacy also means knowing one’s history and culture in relation to other peoples’ history and culture.</p> <p>The paper shows evidence that the student acknowledges his/her responsibility as a literate citizen.</p> <p>These three aspects will be assessed by the HUMA 1302 faculty member using the following rubric: Exceeds Expectations, Meets Expectations, and Does Not Meet Expectations.</p>	<p>The target for achievement is that at least 70% of the assessed papers will either exceed or meet expectation in all three categories (the benchmark for both learning outcomes).</p>

Program	2015-2016 Assessment Instrument(s)	2015-2016 Assessment Benchmark(s)
AA in Speech	<ol style="list-style-type: none"> 1. Students must present and earn a passing grade of 70% on his or her second oral presentation. 2. Students must present and earn a passing grade (70%) on an assignment which asks them to apply their understanding of the impacts of diversity on human communication. 3. Students must present and earn a passing grade (70%) on an assignment which asks them to apply principles of effective listening in various communication contexts. 	<ol style="list-style-type: none"> 1. 70% of the sample population of students (25% of students enrolled in SPCH 1311, 1315, and 1321) must earn a 70% or better on the assignment (the benchmark for all three learning outcomes).
AS in Pre-Professional	<ol style="list-style-type: none"> 1. Representative samples of the key assignment for this learning outcome will be taken from BIOL 1407 and CHEM 1412, which will provide students an opportunity to demonstrate knowledge or skills. The student artifacts will be drawn from 100% of the total enrollment for the courses being measured. <p>(Assessment instruments for learning outcomes 2-4 also ask for key assignments from these two courses which address the specific learning outcome.)</p>	<ol style="list-style-type: none"> 1. 74% of the students sampled mastered this learning outcome. 2. Of the sample of students analyzed, 70% or higher will master the program learning outcome (this benchmark is repeated for learning outcomes 3 and 4).

Program**2015-2016 Assessment Instrument(s)****2015-2016 Assessment Benchmark(s)**

AS in Pre-Nursing

1. Completion of the Unknown Project in Biology 2420, Microbiology for Non-Science Majors, a sophomore level capstone course for the pre-nursing concentration. The Unknown Project assesses a student's ability to identify an unknown microbe by running a series of tests and experiments on that unknown organism. Students are expected to use their knowledge of the characteristics of microbes and laboratory skills in the identification process. Students submit a written report detailing the process and identity of the microbe. A matrix/rubric is used to evaluate.

2. Research paper assigned in Anatomy and Physiology II, a sophomore-level capstone course for pre-nursing majors. The paper assesses a student's ability to apply the anatomical and physiological concepts learned in A&P II to a pathophysiological condition. Students are expected to research scholarly literature and adapt this information as per set of guidelines using the APA method. A grading rubric is used to evaluate the papers.

3. Successful completion of several questions on the laboratory practicals administered throughout the semester. These questions were presented in two of three practicals administered. Students are presented with EKG tracings, data from a digestive enzyme lab, blood typing and respiratory volume data and expected to provide an analysis based on a set of questions.

1. 70% success for the Unknown Project paper (this benchmark is set for each of the four learning outcomes).

Program

2015-2016 Assessment Instrument(s)

2015-2016 Assessment Benchmark(s)

4. Completion of laboratory skills on the first lab practical in Biology 2420, Microbiology for Non-Science Majors. The completion of selected essential laboratory skills provides students an opportunity to demonstrate their abilities in using the microscope and incorporating aseptic technique during a Gram Stain and creating a quadrant-streak plate, critical techniques required in any laboratory or clinical setting in a health-related profession. Evaluation is accomplished through the hands-on demonstration of microscope usage and using aseptic technique during the performance of a Gram stain and creating a quadrant-streak plate free of contaminants.

AAS in Veterinary
Technology

1. Passing grade in the VTHT 2366 practicum capstone of a C or better including satisfactory evaluation by employer at the end of the grading period.

2. Demonstrate competency in all essential job skills as outlined by the AVMA Committee on Veterinary Technician Education and Activities (CVTEA).

3. Demonstrate competency with job skills. Evaluation of the graduate student's performance through utilization of an employer survey as a measure of the student's level of competency.

1. Passing grade in the VTHT 2366 practicum capstone of a C or better including satisfactory evaluation by employer at the end of the grading period.

2. Prior to 2015 Passing grade on both National and state Licensed Veterinary Technician credentialing exams of at least a 70 or better.

Beginning in 2015 Passing grade on credentialing exams (National must be passed before able to take State); National (VTNE) of at least 75 or better and state Licensed Veterinary Technician of at least 85 or better.

3. Using a rubric to assess the survey findings achieve at least 70% satisfactory feedback on graduate performance.

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AAS in Logistics and Supply Chain Management	<ol style="list-style-type: none"> Evaluation of the goals set by agreement for the cooperative learning class used as the capstone for the Associate of Applied Science Award. Post Graduate Employer Survey sent out to employer to see if they are meeting the objectives through their work performance. Students are given questions during examinations in the form of discussion questions and case studies that make the student think and have to demonstrate and understanding of management's role in the process of logistics. Final Exam Case Study in LMGT 1323. When students successfully complete the LMGT 1323 Domestic and International Transportation Management, they should demonstrate a complete understanding of supply chain management and its connection to the physical distribution system by their response on the final exam case study. 	<ol style="list-style-type: none"> Spring 2015, 86% of assessed students make a "C" or better on the LMGT 2388 final evaluation including satisfactory evaluation by employer at the end of the grading period. 70% of student make a "C" or better on the LMGT 1319 exam discussion and case studies questions addressing this outcome. 70 % of Student make a "C" or better final exam case study for LMGT 1323 Domestic and International Transportation Management.
Level I Certificate: Administrative Assistant	<ol style="list-style-type: none"> Demonstrate mastery of oral and written business communication skills. Demonstrate efficient and effective office procedures and practices 	<ol style="list-style-type: none"> 70% of the students make a "C" or higher on the comprehensive content final exam for POFT 2312. 70% of the students make a "C" or higher in the final exam for POFT 1309.
Level 1 Certificate: Warehouse Management	<ol style="list-style-type: none"> Describe the different modes of transportation that support logistics operations. Describe the impact of automation systems on warehouse operations. List the general functions of the supervisor in a warehouse operation. 	<ol style="list-style-type: none"> 70% of students earn a "C" or better on the LMGT 1323 case study. 70% of students earn a "C" or better on the LMGT 1340 case study. 70% of students earn a "C" or better on the LMGT 1325 case study.
	<ol style="list-style-type: none"> Portfolio Assessment (EDUC 1301) Students develop professional teaching documents that demonstrate competency as a student teacher. Field Based Experience hours 32 total (EDUC 1301 and EDUC 2301) 	<ol style="list-style-type: none"> 78% of students are assessed at 75% or better on Field Experience. 78% of students

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AAT: Associate of Arts in Teaching, Concentration in 8-12 Specialization	<p>2. Multicultural Portfolio – Students collect artifacts that demonstrate an understanding of multicultural perspectives in education.</p> <p>Video Presentation – Student create a video demonstrating their knowledge of a multicultural education.</p> <p>3. Students will explore social activism by choosing a social issue and organizing a movement around it. Students present to the class.</p>	<p>demonstrate 70% or better on Portfolio. 78% of students return Student Teacher Evaluation Form.</p> <p>2. 70% of students demonstrate 70% or better on Portfolio and video presentation</p> <p>3. 70% of students will obtain a passing grade of C on the assignment.</p>