

Appendix C

Career, Technical and Health Education



Career and Technical Education Assessment

Within CTE, the basics of the assessment process were designed to account for the wide variety of programs. Each program has been able to reflect its distinctiveness with the designed assessment framework.

All CTE degrees and certificates have an Assessment Network folder that contains their documentation. The following assessment information can be found in the folders:

Cycle Sheet - outlines and cronicles a program's annual cycle (varies by CTE Program)

Assessment Implementation Form (Four Column Form) - identifies a goal and/or outcome, the assessment activity performed, the results, and the use of the results

All CTE folders are monitored by the Senate Committee on Accademic Assessment. Contents of folders are accessible and available for inspection at any time.

CTE
(Career and Technical Education)

Instructions for use of Assessment Implementation Form

John Wood Community College
Assessment of Student Learning
Assessment Implementation Form

Department:
Name of Program:
Degree/Certificate/Other: *Identify as AAS or Certificate here*

Date:
Person

Link to JWCC Mission Statement: *Insert (e.g., cut & paste) the statement from the mission statement or mission goals that pertains best to the program.*

Goal and/or Intended Outcomes or Objectives	Assessment Activity*	Assessment Results	Use of Results
<p><i>In this column identify the objective or objectives that will be assessed.</i></p> <p><i>Each year, one or two objectives should be assessed. Plan to assess all of the program's objectives within a five year period. Thus, the assessments can be the foundation of ICCB's program review that occurs every 5 years.</i></p> <p><i>To clarify the objectives for the reader, state the goal to which the objectives belong.</i></p>	<p><i>State the assessment activity in terms of a measurable objective. That is, state the time frame, the specific unit of measurement for what is to be measured (e.g., use of instrument, units to be counted), and the criteria that will describe "success."</i></p> <p><i>Examples: 90% of the FY06 completers will pass the state certification test. Or 85% of the employers contacted will rate FY04 & FY05 program graduates as "outstanding" on a survey sent to them Spring of 2006.</i></p>	<p><i>In this column, present the results from the assessment activity.</i></p> <p><i>Describe the results in the same terms as the criteria.</i></p> <p><i>For example, if the criterion for success was "90% will pass" then state the number who took participated, the number who passed, and the percentage.</i></p>	<p><i>Describe what the results mean to the program. Identify the implications of the results and how the program faculty have decided to address them.</i></p> <p><i>Does the program need to be modified or is it functioning as designed?</i></p> <p><i>These statements complete the assessment loop. Assessment activities and results are useless until they have been evaluated and addressed by the faculty.</i></p>

*Write assessment activities in the form of measurable objectives.

John Wood Community College
 Assessment of Student Learning
Assessment Implementation Form

Department: Business
 Name of Program: Accounting
 Degree/Certificate/Other: *AAS Degree & Certificate*

Date: December 2016
 Person Completing Form: Cathy Stephens

Link to JWCC Mission Statement: The mission of John Wood Community College Business Department is to provide students with the knowledge and skills necessary for lifelong learning and employment.

Goal and Student Learning Outcome	Assessment Activity	Assessment Results	Use of Results
<p>Program Goal Understand basic accounting using a new class design – flipped classroom.</p>	<p>The exams remained the same as was given to the Accounting 101 classes in fall 2014 and the Accounting 102 classes in spring 2015. The exam scores were assessed to see if the flipped class design improved exam scores.</p> <p>Surveys were also given to students 1 time through the semester to determine their like or dislike of the new classroom design and the technology enhanced classroom.</p>	<p>Accounting 101:</p> <p>Ch 1 exam scores remained basically unchanged.</p> <p>Ch 2 exam scores improved over the fall 2015 flipped class, and in the WWA class are better than structured 2014 and flipped 2015.</p> <p>Ch 3 exam scores were better in the flipped class design.</p> <p>Ch 4-5 exams were higher in the flipped design course fall 2016 than both the structured 2014 and flipped 2015.</p>	<p>The flipped approach requires the students to watch the videos prior to class to understand the material. To enhance this experience, a handout was created to breakdown the Learning Objectives between what the student needed to know before class, and what we would discuss and learn during the class period. Students will then complete a quiz over the material to be learned outside of class. This process was continued for fall 2016.</p> <p>A 10 – 15 minute discussion of the material to be</p>

		<p>Ch 6 exam score is higher in the WW class (smaller class) but slightly lower in the WWA (larger) class.</p> <p>Students prefer the flipped class design. On the survey, over 85% of the students want to continue to use the flipped class design.</p> <p>Students were asked how they liked the technology enhanced classroom and the response was 50/50 for liking the classroom and being neutral about the classroom.</p> <p>Accounting 102:</p> <p>The exam scores for the accounting 102 classes were better in all instances except Ch 11-12 exam.</p>	<p>learned in the class was implemented. On most occasions, this discussion involved the students in active discussion rather than the instructor simply reviewing the material. This approach seemed to be more effective and will be further refined for the class.</p> <p>Students work on an online homework system. Paper assignments are also used to enhance students ability to grasp the material. These assignments will continue and will be enhanced as needed.</p> <p>The courses will be assessed again with the above mentioned changes and results will be reviewed.</p> <p>Accounting 102:</p> <p>The students are familiar with the “flipped” design and know what is expected prior to coming to class.</p> <p>I added 1 comprehensive problem and will continue to use the comprehensive</p>
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			problem in the Acc 102 classes.

John Wood Community College
 Assessment of Student Learning
Assessment Implementation Form

Department: Agriculture
 Name of Program: Agricultural Applications
 Degree/Certificate/Other: *certificate*

Date: Fall 2016
 Person Completing Form: Gary Shupe
 (For Pam Peter)

Link to JWCC Mission Statement: The mission of John Wood Community College Agriculture Department is to provide students with the knowledge and skills necessary for life-long learning and employment.

Goal and Student Learning Outcome	Assessment Activity	Assessment Results	Use of Results
<p>Program Goal #3 Students will demonstrate an understanding of natural resources and their use in Agriculture</p> <p>Learning Outcome 3.4 The student will demonstrate how conservation practices conserve and protect natural resources.</p>	<p>A project was assigned to assess the students basic knowledge and understanding of a chosen comprehensive practice by defining it, listing purpose(s) of that practice, how it works, and the benefits and drawbacks of that practice.</p>	<p>The project assignment results show the average percentage of student success in all component areas combined as follows:</p> <p>Accomplished - 90% Partial Understanding - 6% Needs Improvement - 4%</p>	<p>The results identified that to maximize improvement in the students' understanding we need to review a conservation plan practice with the class and make lists of the benefits and drawbacks of that practice as it would apply to their farming operation. More time and focus is needed in presenting this particular area of instruction and emphasis placed on how all factors integrate in achieving a usable crop land conservation management plan.</p>

John Wood Community College
 Assessment of Student Learning
Assessment Implementation Form

Department: Agriculture
 Name of Program: AAS Agri. Business Management
 Degree/Certificate/Other: Agri. Business Management

Date: Fall 2016
 Person Completing Form: Gary Shupe

Link to JWCC Mission Statement: The mission of John Wood Community College Agriculture Department is to provide students with the knowledge and skills necessary for life-long learning and employment.

Goal and Student Learning Outcome	Assessment Activity	Assessment Results	Use of Results
<p>Goal 6: Students will gain an understanding of basic crop management techniques.</p> <p>Learning Objective 6.7 The student will successfully interpret data to determine the validity of corn hybrid test plot</p>	<p>16 students were assessed in an assignment to review corn yield data in field trials. Mathematical calculations were required to determine if the data represents a valid conclusion about the corn hybrid's productive value. Results were assessed with following scoring: Needs Improvement – 1 Partial Understanding – 2 Accomplished - 3</p>	<p>6.3% of those tested showed much needed improvement in learning. 15.6% demonstrated a partial understanding of the process and analytical understanding. 78.1% demonstrated an complete understanding of the mathematical and analytical processes involved in making an accurate determination.</p>	<p>The results indicate that the current methodology implemented in this learning activity appears to be satisfactory and effective for the majority of students in this content area of study.</p>

John Wood Community College
 Assessment of Student Learning
Assessment Implementation Form

Department: Agriculture
 Name of Program: AAS Agri. Business Management
 Degree/Certificate/Other: *Agri. Business Management*

Date: Fall 2016
 Person Completing Form: Gary Shupe
 (For Pam Peter)

Link to JWCC Mission Statement: The mission of John Wood Community College Agriculture Department is to provide students with the knowledge and skills necessary for life-long learning and employment.

Goal and Student Learning Outcome	Assessment Activity	Assessment Results	Use of Results
<p>Program Goal #3 Students will demonstrate an understanding of natural resources and their use in Agriculture</p> <p>Learning Outcome 3.4 The student will demonstrate how conservation practices conserve and protect natural resources.</p>	<p>A project was assigned to assess the students basic knowledge and understanding of a chosen comprehensive practice by defining it, listing purpose(s) of that practice, how it works, and the benefits and drawbacks of that practice.</p>	<p>The project assignment results show the average percentage of student success in all component areas combined as follows:</p> <p>Accomplished - 90% Partial Understanding - 6% Needs Improvement - 4%</p>	<p>The results identified that to maximize improvement in the students' understanding we need to review a conservation plan practice with the class and make lists of the benefits and drawbacks of that practice as it would apply to their farming operation. More time and focus is needed in presenting this particular area of instruction and emphasis placed on how all factors integrate in achieving a usable crop land conservation management plan.</p>

John Wood Community College
 Assessment of Student Learning
Assessment Implementation Form

Department: Agriculture
 Name of Program: AAS Agri. Business Management
 Degree/Certificate/Other: Agri. Business Management

Date: Fall 2016
 Person Completing Form: Gary Shupe

Link to JWCC Mission Statement: The mission of John Wood Community College Agriculture Department is to provide students with the knowledge and skills necessary for life-long learning and employment.

Goal and Student Learning Outcome	Assessment Activity	Assessment Results	Use of Results
<p>Goal 6: Students will gain an understanding of basic crop management techniques.</p> <p>Learning Objective 6.7 The student will successfully interpret data to determine the validity of corn hybrid test plot</p>	<p>16 students were assessed in an assignment to review corn yield data in field trials. Mathematical calculations were required to determine if the data represents a valid conclusion about the corn hybrid's productive value. Results were assessed with following scoring: Needs Improvement – 1 Partial Understanding – 2 Accomplished - 3</p>	<p>6.3% of those tested showed much needed improvement in learning. 15.6% demonstrated a partial understanding of the process and analytical understanding. 78.1% demonstrated an complete understanding of the mathematical and analytical processes involved in making an accurate determination.</p>	<p>The results indicate that the current methodology implemented in this learning activity appears to be satisfactory and effective for the majority of students in this content area of study.</p>

John Wood Community College
 Assessment of Student Learning
Assessment Implementation Form

Department: Computer Science

Date: 2016-2017

Name of Program: **Business: Computer Information Systems Option**

Person Completing Form: Barb Stoll

Degree/Certificate/Other: AAS Degree

Link to JWCC Mission Statement: The mission of John Wood Community College Computer Science, Office Technology, and Computer Aided Design Departments is to provide students with the knowledge and skills necessary for life-long learning and employment.

Goal and Student Learning Outcome	Assessment Activity	Assessment Results	Use of Results
<p>Program Goal #4: The student will understand the uses of computer-related business productivity tools.</p> <p>Learning Outcome 4.1.2: The student will use spreadsheet software</p>	<p>Student Final Projects – Part 3 from CSC 106 will be assessed for the following:</p> <ul style="list-style-type: none"> • enter, edit text • format numbers • create simple formulas • create functions • create charts • enhance charts <p>An average score of 2.0 or better will be considered acceptable.</p>	<p>173 student Final Projects – Part 3 from CSC 106 will be assessed. Student score averages were as followed:</p> <p>Enter/Edit: 2.8 Format numbers: 2.2 Create formulas: 2.6 Create functions: 2.1 Create charts: 2.3 Enhance charts: 2.6</p>	<p>Although results were within the acceptable range, concern was expressed that creating functions was still low even though additional information about functions was provided.</p> <p>We will look at this element by delivery method to determine if there is an issue.</p> <p>Additional practice with functions may be added for the Fall 2017 semester.</p> <p>With revisions, the rubric worked well.</p>

John Wood Community College
 Assessment of Student Learning
Assessment Implementation Form

Department: Business
 Name of Program: Accounting
 Degree/Certificate/Other: *AAS Degree & Certificate*

Date: December 2016
 Person Completing Form: Cathy Stephens

Link to JWCC Mission Statement: The mission of John Wood Community College Business Department is to provide students with the knowledge and skills necessary for lifelong learning and employment.

Goal and Student Learning Outcome	Assessment Activity	Assessment Results	Use of Results
<p>Program Goal Understand basic accounting using a new class design – flipped classroom.</p>	<p>The exams remained the same as was given to the Accounting 101 classes in fall 2014 and the Accounting 102 classes in spring 2015. The exam scores were assessed to see if the flipped class design improved exam scores.</p> <p>Surveys were also given to students 1 time through the semester to determine their like or dislike of the new classroom design and the technology enhanced classroom.</p>	<p>Accounting 101:</p> <p>Ch 1 exam scores remained basically unchanged.</p> <p>Ch 2 exam scores improved over the fall 2015 flipped class, and in the WWA class are better than structured 2014 and flipped 2015.</p> <p>Ch 3 exam scores were better in the flipped class design.</p> <p>Ch 4-5 exams were higher in the flipped design course fall 2016 than both the structured 2014 and flipped 2015.</p>	<p>The flipped approach requires the students to watch the videos prior to class to understand the material. To enhance this experience, a handout was created to breakdown the Learning Objectives between what the student needed to know before class, and what we would discuss and learn during the class period. Students will then complete a quiz over the material to be learned outside of class. This process was continued for fall 2016.</p> <p>A 10 – 15 minute discussion of the material to be</p>

		<p>Ch 6 exam score is higher in the WW class (smaller class) but slightly lower in the WWA (larger) class.</p> <p>Students prefer the flipped class design. On the survey, over 85% of the students want to continue to use the flipped class design.</p> <p>Students were asked how they liked the technology enhanced classroom and the response was 50/50 for liking the classroom and being neutral about the classroom.</p> <p>Accounting 102:</p> <p>The exam scores for the accounting 102 classes were better in all instances except Ch 11-12 exam.</p>	<p>learned in the class was implemented. On most occasions, this discussion involved the students in active discussion rather than the instructor simply reviewing the material. This approach seemed to be more effective and will be further refined for the class.</p> <p>Students work on an online homework system. Paper assignments are also used to enhance students ability to grasp the material. These assignments will continue and will be enhanced as needed.</p> <p>The courses will be assessed again with the above mentioned changes and results will be reviewed.</p> <p>Accounting 102:</p> <p>The students are familiar with the “flipped” design and know what is expected prior to coming to class.</p> <p>I added 1 comprehensive problem and will continue to use the comprehensive</p>
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			problem in the Acc 102 classes.

John Wood Community College
 Assessment of Student Learning
Assessment Implementation Form

Department: Computer Science
 Name of Program: **Desktop Publishing**
 Degree/Certificate/Other: Certificate

Date: 2016-2017
 Person Completing Form: Barb Stoll

Link to JWCC Mission Statement: The mission of John Wood Community College Computer Science, Office Technology, and Computer Aided Design Departments is to provide students with the knowledge and skills necessary for life-long learning and employment.

Goal and Student Learning Outcome	Assessment Activity	Assessment Results	Use of Results												
<p>Program Goal #2: The student will understand the uses of computer-related business productivity tools.</p> <p>Learning Outcome 2.1.2: The student will use spreadsheet software</p>	<p>Student Final Projects – Part 3 from CSC 106 will be assessed for the following:</p> <ul style="list-style-type: none"> • enter, edit text • format numbers • create simple formulas • create functions • create charts • enhance charts <p>An average score of 2.0 or better will be considered acceptable.</p>	<p>173 student Final Projects – Part 3 from CSC 106 will be assessed. Student score averages were as followed:</p> <table style="margin-left: 20px;"> <tr> <td>Enter/Edit:</td> <td style="text-align: right;">2.8</td> </tr> <tr> <td>Format numbers:</td> <td style="text-align: right;">2.2</td> </tr> <tr> <td>Create formulas:</td> <td style="text-align: right;">2.6</td> </tr> <tr> <td>Create functions:</td> <td style="text-align: right;">2.1</td> </tr> <tr> <td>Create charts:</td> <td style="text-align: right;">2.3</td> </tr> <tr> <td>Enhance charts:</td> <td style="text-align: right;">2.6</td> </tr> </table>	Enter/Edit:	2.8	Format numbers:	2.2	Create formulas:	2.6	Create functions:	2.1	Create charts:	2.3	Enhance charts:	2.6	<p>Although results were within the acceptable range, concern was expressed that creating functions was still low even though additional information about functions was provided.</p> <p>We will look at this element by delivery method to determine if there is an issue.</p> <p>Additional practice with functions may be added for the Fall 2017 semester.</p> <p>With revisions, the rubric worked well.</p>
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Create charts:	2.3														
Enhance charts:	2.6														

John Wood Community College
 Assessment of Student Learning
2015-2016 Assessment Implementation Form

Department: *Education*
 Name of Program: *Early Childhood Education*
 Degree/Certificate/Other: *Associate in Applied Science (AAS)*

Date: Fall, 2015 through Spring, 2016
 Person Completing Form: *Julie Bice*

Link to JWCC Mission Statement: The mission of John Wood Community College Early Childhood Education degree program *is to provide students with the knowledge and skills necessary for life-long learning and employment.*

Goal and Student Learning Outcome	Assessment Activity	Assessment Results	Use of Results
<p>Program Goal # 1 Students will develop the skills to plan and implement the developmentally appropriate curriculum for young children.</p> <p>Learning Outcome # Objective 1.1 – Students will demonstrate that they know the various subject matter, such as math, language, science, art and music, to teach young children.</p> <p>Students will plan and implement the activities in a way that is developmentally appropriate for, art, music, math, language and science.</p>	<p>Implement 3 lessons in art , music math, language and science. The students are observed by the instructor while teaching. Both instructor and the student complete a rubric evaluating performance in teaching.</p> <p>Each student is expected to achieve a score of 75% or higher on each of the following: Personal Preparation Interaction Teaching Overall performance.</p>	<p>For art, music, math, language and science lessons the students were observed by the instructors to evaluate their performance.</p> <p>The students met the target score of 75% or higher in each of the individual skills and the overall performance.</p>	<p>Have the students write more detailed lesson plans</p> <p>Expect more time to be devoted to preparing to teach the lessons.</p>

John Wood Community College
 Assessment of Student Learning
Assessment Implementation Form

Department: Fire Science – AAS DEGREE
 Name of Program: Fire Science
 Degree/Certificate/Other: *AAS Degree in Fire Science*

Date: September 2016
 Person Completing Form: Tom Bentley

Link to JWCC Mission Statement: The mission of John Wood Community College Fire Science degree is to prepare students for entry-level employment in the fire service field, as well as provide continued professional learning to those experienced in the fire service.

Goal and Student Learning Outcome	Assessment Activity	Assessment Results	Use of Results
<p>Program Goal #2 The student will understand and perform the following skills for Confined Space Operations</p> <p>Learning Outcome #2.2 Students will demonstrate how to construct a 3:1 Z-rig (inline and attached)</p>	<p>The students selected the equipment to assemble a 3:1 mechanical advantage system. They were then instructed to put it together as it would be used for a hauling system from an elevated platform. Students worked in teams of two. The students assembled each system and then demonstrated the systems by hauling up a rescuer from the ground to the platform.</p>	<p>The students assembled the systems in a reasonable amount of time. They double checked their work after tensioning the systems to check to make sure all parts of the systems work complete and oriented correctly.</p>	<p>Instructors emphasized the importance of making a safe and complete system. Students were reminded the purpose of each type of system and why it would be chosen over another.</p>

John Wood Community College
 Assessment of Student Learning
Assessment Implementation Form

Department: Computer Science
 Name of Program: **Graphic Design**
 Degree/Certificate/Other: AAS Degree

Date: 2016-2017
 Person Completing Form: Barb Stoll

Link to JWCC Mission Statement: The mission of John Wood Community College Computer Science, Office Technology, and Computer Aided Design Departments is to provide students with the knowledge and skills necessary for life-long learning and employment.

Goal and Student Learning Outcome	Assessment Activity	Assessment Results	Use of Results												
<p>Program Goal #2: The student will understand the uses of computer-related business productivity tools.</p> <p>Learning Outcome 2.1.2: The student will use spreadsheet software</p>	<p>Student Final Projects – Part 3 from CSC 106 will be assessed for the following:</p> <ul style="list-style-type: none"> • enter, edit text • format numbers • create simple formulas • create functions • create charts • enhance charts <p>An average score of 2.0 or better will be considered acceptable.</p>	<p>173 student Final Projects – Part 3 from CSC 106 will be assessed. Student score averages were as followed:</p> <table style="margin-left: 20px;"> <tr> <td>Enter/Edit:</td> <td style="text-align: right;">2.8</td> </tr> <tr> <td>Format numbers:</td> <td style="text-align: right;">2.2</td> </tr> <tr> <td>Create formulas:</td> <td style="text-align: right;">2.6</td> </tr> <tr> <td>Create functions:</td> <td style="text-align: right;">2.1</td> </tr> <tr> <td>Create charts:</td> <td style="text-align: right;">2.3</td> </tr> <tr> <td>Enhance charts:</td> <td style="text-align: right;">2.6</td> </tr> </table>	Enter/Edit:	2.8	Format numbers:	2.2	Create formulas:	2.6	Create functions:	2.1	Create charts:	2.3	Enhance charts:	2.6	<p>Although results were within the acceptable range, concern was expressed that creating functions was still low even though additional information about functions was provided.</p> <p>We will look at this element by delivery method to determine if there is an issue.</p> <p>Additional practice with functions may be added for the Fall 2017 semester.</p> <p>With revisions, the rubric worked well.</p>
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Enhance charts:	2.6														

John Wood Community College
 Assessment of Student Learning
Assessment Implementation Form

Department: Emergency Services:
 Name of Program: Law Enforcement
 Degree/Certificate/Other:

Date: May 19, 2015
 Person Completing Form: D. Bingheim

Goal and Student Learning Outcome	Assessment Activity	Assessment Results	Use of Results
<p>Program Goal # 1 The student will learn the various components of the criminal justice network.</p> <p>Learning Outcome #1 Student will be able to identify the components</p>	<p>I checked assessment questions from the Online LEN101 class. I had developed six questions to check various learning outcomes. The questions were short answer style, giving the student the opportunity to answer the question to the best of their ability. Unfortunately only 5 of the 7 students answered the questions</p>	<p>Of the five students, two answered at the developing level, two at the acceptable level and one at the excellent level.</p>	<p>I think the students would have done better had I explained that they needed to list the components and sub components for each. Most of the students 3 of 5 only listed some components. I will redo my lecture notes to list them as such so the students will understand that better</p>
<p>Goal #1 Learning Outcome #3 Student will be able to explain how the components interact</p>	<p>Same as above</p>	<p>Two of the five students answered this question at a developing level. Two students answered at an acceptable level and one at an excellent level</p>	<p>While there was general understanding of this outcome, it appears that a bit more time should be spent on the topic. To some extent, this</p>

			topic is also covered in the other courses above the introduction level which should add to their understanding and mastery prior to completion of the program. We may need to assess this after one of the higher level classes
<p>Program Goal # 5 The student will understand the function of the Police in our society.</p> <p>Learning Outcome #2 Student can identify the main functions of the Police</p>	Same as above	Of the five students, three of the five students answered at an excellent level. One answered as acceptable and one answered at the developing level	Based on this information, I believe that this is being well covered in the course.

**JWCC Nursing Program
Systematic Evaluation Plan - ADN**

Course Learning Outcomes (CLOs)

The CLOs in each course are related to the six conceptual organizers. Data collected for CLOs are organized using these six conceptual organizers in the table below.

PLAN				IMPLEMENTATION	
John Wood CC Course Learning Outcomes Evaluation Plan	Expected Level of Achievement (or program terminology)	Frequency of Assessment	Assessment Method/s	Results of Data Collection and Analysis+ Including actual level/s of achievement (3 yrs of data)	Actions for Program Development (new), Maintenance (keep as is), or Revision (we have, but needs to change)
Caring	For each student cohort, the average score of 850 or higher will be achieved on each HESI exam in the sub-category: Human Flourishing. 80% or greater of the students will rate themselves as competent or higher in the CLO related to "caring".	In each course that a HESI exam is administered Each semester at the end of each course	NUR 128 – HESI Fundamentals Exam NUR 138 – HESI Pharmacology NUR 190 – Psychiatric/Mental Health and HESI Comprehensive Exams NUR 248 – HESI Med/Surg Exam NUR 258 – HESI Maternal and Pediatrics Exam	Fall 2014 – 19 students took the Fundamentals exam on 12/4/14 and Pharmacology exam on 12/5/14. NUR 128 - HESI Fundamentals Exam Results = 732 - CLO Student Survey Results = NUR 138 - HESI Pharmacology Exam Results = Human Flourishing not	Data will begin to be gathered and tracked at the end of fall courses in December 2014.

			<p>NUR 268 –HESI Psychiatric/Mental Health and Community Health Exams</p> <p>NUR 278 – HESI Critical Care Exam</p> <p>NUR 289 – HESI Management and Comprehensive Exam</p> <p>Course Learning Outcome Survey – Administered in each course</p>	<p>assessed on this exam.</p> <p>- CLO Student Survey Results =</p>	
Managing Care	<p>For each student cohort, the average score of 850 or higher will be achieved on each HESI exam in the sub-category: Collaboration/Managing Care</p> <p>80% or greater of the students in each course will rate themselves as competent or higher in</p>	<p>In each course that a HESI exam is administered</p> <p>Each semester at the end of each course</p>	<p>NUR 128 – HESI Fundamentals Exam</p> <p>NUR 138 – HESI Pharmacology</p> <p>NUR 190 – Psychiatric/Mental Health and HESI Comprehensive Exams</p>	<p>Fall 2014 –</p> <p>NUR 128 - HESI Fundamentals Exam Results = 951</p> <p>- CLO Student Survey Results =</p> <p>NUR 138</p>	<p>Data will begin to be gathered and tracked at the end of fall courses in December 2014.</p>

	the CLO related to “managing care.”		<p>NUR 248 – HESI Med/Surg Exam</p> <p>NUR 258 – HESI Maternal and Pediatrics Exam</p> <p>NUR 268 –HESI Psychiatric/Mental Health and Community Health Exams</p> <p>NUR 278 – HESI Critical Care Exam</p> <p>NUR 289 – HESI Management and Comprehensive Exam</p> <p>Course Learning Outcome Survey – Administered in each course</p>	<p>- HESI Pharmacology Exam Results = 872</p> <p>- CLO Student Survey Results =</p>	
Nursing Judgment	<p>For each student cohort, the average score of 850 or higher will be achieved on each HESI exam in the sub-category: Nursing Judgment.</p> <p>80% or greater of the students in each course</p>	<p>In each course that a HESI exam is administered</p> <p>Each semester at the end of each course</p>	<p>NUR 128 – HESI Fundamentals Exam</p> <p>NUR 138 – HESI Pharmacology</p> <p>NUR 190 – Psychiatric/Mental Health and HESI</p>	<p>Fall 2014 –</p> <p>NUR 128</p> <p>- HESI Fundamentals Exam Results = 868</p> <p>- CLO Student Survey Results =</p>	<p>Data will begin to be gathered and tracked at the end of fall courses in December 2014.</p>

	will rate themselves as competent or higher in the CLO related to “nursing judgment.”		<p>Comprehensive Exams</p> <p>NUR 248 – HESI Med/Surg Exam</p> <p>NUR 258 – HESI Maternal and Pediatrics Exam</p> <p>NUR 268 –HESI Psychiatric/Mental Health and Community Health Exams</p> <p>NUR 278 – HESI Critical Care Exam</p> <p>NUR 289 – HESI Management and Comprehensive Exam</p> <p>Course Learning Outcome Survey – Administered in each course</p>	<p>NUR 138 - HESI Pharmacology Exam Results = 796</p> <p>- CLO Student Survey Results =</p>	
Informatics	For each student cohort, the average score of 850 or higher will be achieved on each HESI exam in the sub-category: Information Management and	In each course that a HESI exam is administered	<p>NUR 128 – HESI Fundamentals Exam</p> <p>NUR 138 – HESI Pharmacology</p> <p>NUR 190 – Psychiatric/Mental</p>	<p>Fall 2014 –</p> <p>NUR 128 - HESI Fundamentals Exam Results = 984</p>	Data will begin to be gathered and tracked at the end of fall courses in December 2014.

	<p>Patient Care Technology.</p> <p>80% or greater of students in each course will rate themselves as competent or higher in the CLO related to “informatics.”</p>	<p>Each semester at the end of each course</p>	<p>Health and HESI Comprehensive Exams</p> <p>NUR 248 – HESI Med/Surg Exam</p> <p>NUR 258 – HESI Maternal and Pediatrics Exam</p> <p>NUR 268 –HESI Psychiatric/Mental Health and Community Health Exams</p> <p>NUR 278 – HESI Critical Care Exam</p> <p>NUR 289 – HESI Management and Comprehensive Exam</p> <p>Course Learning Outcome Survey – Administered in each course</p>	<p>- CLO Student Survey Results =</p> <p>NUR 138</p> <p>- HESI Pharmacology Exam Results = 878</p> <p>- CLO Student Survey Results =</p>	
<p>Spirit of Inquiry</p>	<p>For each student cohort, the average score of 850 or higher will be achieved on each HESI exam in the sub-category: Quality Improvement.</p>	<p>In each course that a HESI exam is administered</p>	<p>NUR 128 – HESI Fundamentals Exam</p> <p>NUR 138 – HESI Pharmacology</p>	<p>Fall 2014 –</p> <p>NUR 128</p> <p>- HESI Fundamentals Exam Results = 820</p>	<p>Data will begin to be gathered and tracked at the end of fall courses in December 2014.</p>

	80% or greater of students in each course will rate themselves as competent or higher in the “spirit of inquiry” outcome.	Each semester at the end of each course	<p>NUR 190 – Psychiatric/Mental Health and HESI Comprehensive Exams</p> <p>NUR 248 – HESI Med/Surg Exam</p> <p>NUR 258 – HESI Maternal and Pediatrics Exam</p> <p>NUR 268 –HESI Psychiatric/Mental Health and Community Health Exams</p> <p>NUR 278 – HESI Critical Care Exam</p> <p>NUR 289 – HESI Management and Comprehensive Exam</p> <p>Course Learning Outcome Survey – Administered in each course</p>	<p>- CLO Student Survey Results =</p> <p>NUR 138</p> <p>- HESI Pharmacology Exam Results = 829</p> <p>- CLO Student Survey Results =</p>	
Professional Behaviors	For each student cohort, the average score of 850 or higher will be achieved on each HESI exam in the sub-	In each course that a HESI exam is administered	<p>NUR 128 – HESI Fundamentals Exam</p> <p>NUR 138 – HESI Pharmacology</p>	<p>Fall 2014 –</p> <p>NUR 128</p> <p>- HESI Fundamentals =</p>	Data will begin to be gathered and tracked at the end of fall courses in December 2014.

	<p>category: Professional Behaviors/ Professionalism</p> <p>80% or greater of students in each course will rate themselves as competent or higher in the “professional behaviors” outcome.</p>	<p>Each semester at the end of each course</p>	<p>NUR 190 – Psychiatric/Mental Health and HESI Comprehensive Exams</p> <p>NUR 248 – HESI Med/Surg Exam</p> <p>NUR 258 – HESI Maternal and Pediatrics Exam</p> <p>NUR 268 –HESI Psychiatric/Mental Health and Community Health Exams</p> <p>NUR 278 – HESI Critical Care Exam</p> <p>NUR 289 – HESI Management and Comprehensive Exam</p> <p>Course Learning Outcome Survey – Administered in each course</p>	<p>879</p> <p>- CLO Student Survey Results =</p> <p>NUR 138</p> <p>- HESI Pharmacology Exam Results = 913</p> <p>- CLO Student Survey Results =</p>	
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John Wood Community College
 Assessment of Student Learning
2015 Assessment Implementation Form

Department: CTWE
 Name of Program: Nursing Assistant

Date: May 17, 2016
 Marcheta Hays, RN BSN, CNA Program
 Coordinator

Degree/Certificate/Other: *Certificate*

Link to JWCC Mission Statement: John Wood Community College will provide the **highest quality** educational opportunities and services fully accessible at affordable levels in an attractive, caring, and safe environment to meet the needs of a diverse community.
 Program Mission Statement: Provide quality CNA's to gain employment and to meet the community's healthcare needs.

Goal and Student Learning Outcome	Assessment Activity	Assessment Results	Use of Results
<p>Program Goal Student will exceed the required 80% test results of the Illinois State Nurse Assistant Competency Exam (IDPH). State test content Cluster Score</p> <p>Learning Outcomes: Communicating Information</p>	<p>Evaluate the results of the IDPH Competency Exam to obtain Assessment Results.</p>	<p>Test Content of Cluster Scores from January 2015 to December 2015.</p> <p>Test Content Clusters I. Communicating information</p> <p>JWCC program 0102 (Quincy) 74 students 79.11% Mean score JWCC program 0755 (PEC) 12 students 85.42% Mean Score JWCC Program 0753 (Mt. Sterling) 7 students 79.76% Mean Score</p>	<p>Goal Unmet: Upon a review of our admission criteria and placement testing, it was found that students were able to test multiple times in order to meet the admission criteria. It was also noted that the placement testing was not a timed test as is the state certification test. Additionally it was determined that several students with English as a second language were taking extensive amounts of time to complete it. This reading and translation issue causes the student to not</p>

			<p>be able to complete the state certification test with in the time limit. This further causes complications with their reading comprehension of the medical term in the examination. This issues have been addressed in our admission criteria.</p> <p>The program coordinator will continue to monitor the Program Cluster Scores for each course and instructor observing for low scores and address them individually with each instructor in order to maintain the desired cluster outcomes of 80% or greater.</p>
Providing Residents Rights		<p>Test Content Clusters II. Communicating information</p> <p>JWCC program 0102 (Quincy) 74 students 79.45% Mean score JWCC program 0755 (PEC) 12 students 90.00% Mean Score JWCC Program 0753 (Mt. Sterling) 7 students 91.43% Mean Score</p>	<p>The program coordinator will continue to monitor the Program Cluster Scores for each course and instructor observing for low scores and address them individually with each instructor in order to maintain the desired cluster outcome of 80% or greater.</p>

John Wood Community College
 Assessment of Student Learning
Assessment Implementation Form

Department: Paramedicine – AAS DEGREE
 Name of Program: Paramedicine
 Degree/Certificate/Other: *AAS Degree in Paramedicine*

Date: December 2016
 Person Completing Form: Tom Bentley

Link to JWCC Mission Statement: The mission of John Wood Community College Paramedicine program is to prepare the graduate to provide initial patient assessment and management of care for the ill and injured from the pre-hospital setting to the emergency or hospital care environment.

Goal and Student Learning Outcome	Assessment Activity	Assessment Results	Use of Results
<p>Program Goal #2 The student will understand and perform the following skills for Patient Immobilization.</p> <p>Learning Outcome #2.1 Students will perform Patient Immobilization on a standing patient.</p>	<p>Students will check for scene safety.</p> <p>Students will identify the equipment needed to perform immobilization of a standing patient.</p> <p>Students will perform the proper technique for immobilizing a standing patient.</p> <p>Students will complete the immobilization of the patient after the standing patient has been laid down.</p> <p>Students will secure the patient to the backboard.</p>	<p>Students found that this technique needed to be practiced several times to be performed properly and safely for the patient.</p> <p>Coordination of the movements involved was found to be very important by the students to be done properly.</p> <p>Smaller students found that it was difficult to perform this skill safely for them and the patient.</p>	<p>Instructors found that demonstration of the technique needed to be shown to students several times, slowly and explaining the reasons for each action/movement.</p>

**JWCC Nursing Program
Systematic Evaluation Plan - PN**

Course Learning Outcomes (CLOs)

The CLOs in each course are related to the six conceptual organizers. Data collected for CLOs are organized using these six conceptual organizers in the table below.

PLAN				IMPLEMENTATION	
John Wood CC Course Learning Outcomes Evaluation Plan	Expected Level of Achievement (or program terminology)	Frequency of Assessment	Assessment Method/s	Results of Data Collection and Analysis+ Including actual level/s of achievement (3 yrs of data)	Actions for Program Development (new), Maintenance (keep as is), or Revision (we have, but needs to change)
Caring	For each student cohort, the average score of 850 or higher will be achieved on each HESI exam in the sub-category: Human Flourishing. 80% or greater of the students will rate themselves as competent or higher in the CLO related to "caring".	In each course that a HESI exam is administered Each semester at the end of each course	NUR 128 – HESI Fundamentals Exam NUR 138 – HESI Pharmacology NUR 190 – Psychiatric/Mental Health and HESI Comprehensive Exams Course Learning Outcome Survey – Administered in each course	Fall 2014 – 19 students took the Fundamentals exam on 12/4/14 and Pharmacology exam on 12/5/14. NUR 128 - HESI Fundamentals Exam Results = 732 - CLO Student Survey Results = NUR 138 - HESI Pharmacology Exam Results = Human Flourishing not	Data will begin to be gathered and tracked at the end of fall courses in December 2014.

				assessed on this exam. - CLO Student Survey Results =	
Managing Care	For each student cohort, the average score of 850 or higher will be achieved on each HESI exam in the sub-category: Collaboration/Managing Care 80% or greater of the students in each course will rate themselves as competent or higher in the CLO related to “managing care.”	In each course that a HESI exam is administered Each semester at the end of each course	NUR 128 – HESI Fundamentals Exam NUR 138 – HESI Pharmacology NUR 190 – Psychiatric/Mental Health and HESI Comprehensive Exams Course Learning Outcome Survey – Administered in each course	Fall 2014 – NUR 128 - HESI Fundamentals Exam Results = 951 - CLO Student Survey Results = NUR 138 - HESI Pharmacology Exam Results = 872 - CLO Student Survey Results =	Data will begin to be gathered and tracked at the end of fall courses in December 2014.
Nursing Judgment	For each student cohort, the average score of 850 or higher will be achieved on each HESI exam in the sub-category: Nursing Judgment.	In each course that a HESI exam is administered	NUR 128 – HESI Fundamentals Exam NUR 138 – HESI Pharmacology NUR 190 – Psychiatric/Mental	Fall 2014 – NUR 128 - HESI Fundamentals Exam Results = 868	Data will begin to be gathered and tracked at the end of fall courses in December 2014.

	80% or greater of the students in each course will rate themselves as competent or higher in the CLO related to “nursing judgment.”	Each semester at the end of each course	Health and HESI Comprehensive Exams Course Learning Outcome Survey – Administered in each course	- CLO Student Survey Results = NUR 138 - HESI Pharmacology Exam Results = 796 - CLO Student Survey Results =	
Informatics	For each student cohort, the average score of 850 or higher will be achieved on each HESI exam in the sub-category: Information Management and Patient Care Technology. 80% or greater of students in each course will rate themselves as competent or higher in the CLO related to “informatics.”	In each course that a HESI exam is administered Each semester at the end of each course	NUR 128 – HESI Fundamentals Exam NUR 138 – HESI Pharmacology NUR 190 – Psychiatric/Mental Health and HESI Comprehensive Exams Course Learning Outcome Survey – Administered in each course	Fall 2014 – NUR 128 - HESI Fundamentals Exam Results = 984 - CLO Student Survey Results = NUR 138 - HESI Pharmacology Exam Results = 878 - CLO Student Survey Results =	Data will begin to be gathered and tracked at the end of fall courses in December 2014.
Spirit of Inquiry	For each student cohort, the average score of 850 or higher will be achieved on each HESI exam in the sub-category: Quality Improvement.	In each course that a HESI exam is administered	NUR 128 – HESI Fundamentals Exam NUR 138 – HESI Pharmacology	Fall 2014 – NUR 128 - HESI Fundamentals Exam Results = 820	Data will begin to be gathered and tracked at the end of fall courses in December 2014.

	80% or greater of students in each course will rate themselves as competent or higher in the “spirit of inquiry” outcome.	Each semester at the end of each course	NUR 190 – Psychiatric/Mental Health and HESI Comprehensive Exams Course Learning Outcome Survey – Administered in each course	- CLO Student Survey Results = NUR 138 - HESI Pharmacology Exam Results = 829 - CLO Student Survey Results =	
Professional Behaviors	For each student cohort, the average score of 850 or higher will be achieved on each HESI exam in the sub-category: Professional Behaviors/ Professionalism 80% or greater of students in each course will rate themselves as competent or higher in the “professional behaviors” outcome.	In each course that a HESI exam is administered Each semester at the end of each course	NUR 128 – HESI Fundamentals Exam NUR 138 – HESI Pharmacology NUR 190 – Psychiatric/Mental Health and HESI Comprehensive Exams Course Learning Outcome Survey – Administered in each course	Fall 2014 – NUR 128 - HESI Fundamentals = 879 - CLO Student Survey Results = NUR 138 - HESI Pharmacology Exam Results = 913 - CLO Student Survey Results =	Data will begin to be gathered and tracked at the end of fall courses in December 2014.

John Wood Community College
 Assessment of Student Learning
2015 Assessment Implementation Form

Department: Health Sciences
 Name of Program: Surgical Technology
 Degree/Certificate/Other: Certificate

Date: May 18, 2015
 Person Completing Form: Cathleen Wittler

Link to JWCC Mission Statement: Consistent with legal obligations and the College's philosophy, it is the mission of the College to provide various educational opportunities including courses in occupational, vocational, and technical programs leading directly to employment.

Goal and Student Learning Outcome	Assessment Activity	Assessment Results	Use of Results
<i>1.3 The student will be able to demonstrate appropriate knowledge and skill of preoperative routine.</i>	<i>Eight students sat for the national certification test for surgical technology in August 2014.</i>	<i>These eight students scored a class average of 66% for administrative and personnel. The national average for this objective is 72% (see attached statistic sheet).</i>	<i>Beginning spring 2016 students will follow a surgical patient from beginning (pre-operative phase) to end (post-operative phase) to understand each phase of surgery and the personnel involved in the patient's surgical experience.</i>
<i>4.1 The student will be able to hand both basic and special instrument sets.</i>	<i>Eight students sat for the national certification test for surgical technology in August 2014.</i>	<i>These eight students scored a class average of 64% for equipment sterilization and maintenance. The national average for this objective is 68%.</i>	<i>A 2-week clinical rotation in SPD (Sterile Processing Department) was implemented January 2013. Since implementation class averages have continued to improve (see attached statistic sheet).</i>

John Wood Community College
 Assessment of Student Learning
Assessment Implementation Form

Department: Computer Science
 Name of Program: **Web Design**
 Degree/Certificate/Other: Certificate

Date: 2016-2017
 Person Completing Form: Barb Stoll

Link to JWCC Mission Statement: The mission of John Wood Community College Computer Science, Office Technology, and Computer Aided Design Departments is to provide students with the knowledge and skills necessary for life-long learning and employment.

Goal and Student Learning Outcome	Assessment Activity	Assessment Results	Use of Results												
<p>Program Goal #1: The student will understand the uses of computer-related business productivity tools.</p> <p>Learning Outcome 1.1.2: The student will use spreadsheet software</p>	<p>Student Final Projects – Part 3 from CSC 106 will be assessed for the following:</p> <ul style="list-style-type: none"> • enter, edit text • format numbers • create simple formulas • create functions • create charts • enhance charts <p>An average score of 2.0 or better will be considered acceptable.</p>	<p>173 student Final Projects – Part 3 from CSC 106 will be assessed. Student score averages were as followed:</p> <table style="margin-left: 20px;"> <tr> <td>Enter/Edit:</td> <td style="text-align: right;">2.8</td> </tr> <tr> <td>Format numbers:</td> <td style="text-align: right;">2.2</td> </tr> <tr> <td>Create formulas:</td> <td style="text-align: right;">2.6</td> </tr> <tr> <td>Create functions:</td> <td style="text-align: right;">2.1</td> </tr> <tr> <td>Create charts:</td> <td style="text-align: right;">2.3</td> </tr> <tr> <td>Enhance charts:</td> <td style="text-align: right;">2.6</td> </tr> </table>	Enter/Edit:	2.8	Format numbers:	2.2	Create formulas:	2.6	Create functions:	2.1	Create charts:	2.3	Enhance charts:	2.6	<p>Although results were within the acceptable range, concern was expressed that creating functions was still low even though additional information about functions was provided.</p> <p>We will look at this element by delivery method to determine if there is an issue.</p> <p>Additional practice with functions may be added for the Fall 2017 semester.</p> <p>With revisions, the rubric worked well.</p>
Enter/Edit:	2.8														
Format numbers:	2.2														
Create formulas:	2.6														
Create functions:	2.1														
Create charts:	2.3														
Enhance charts:	2.6														