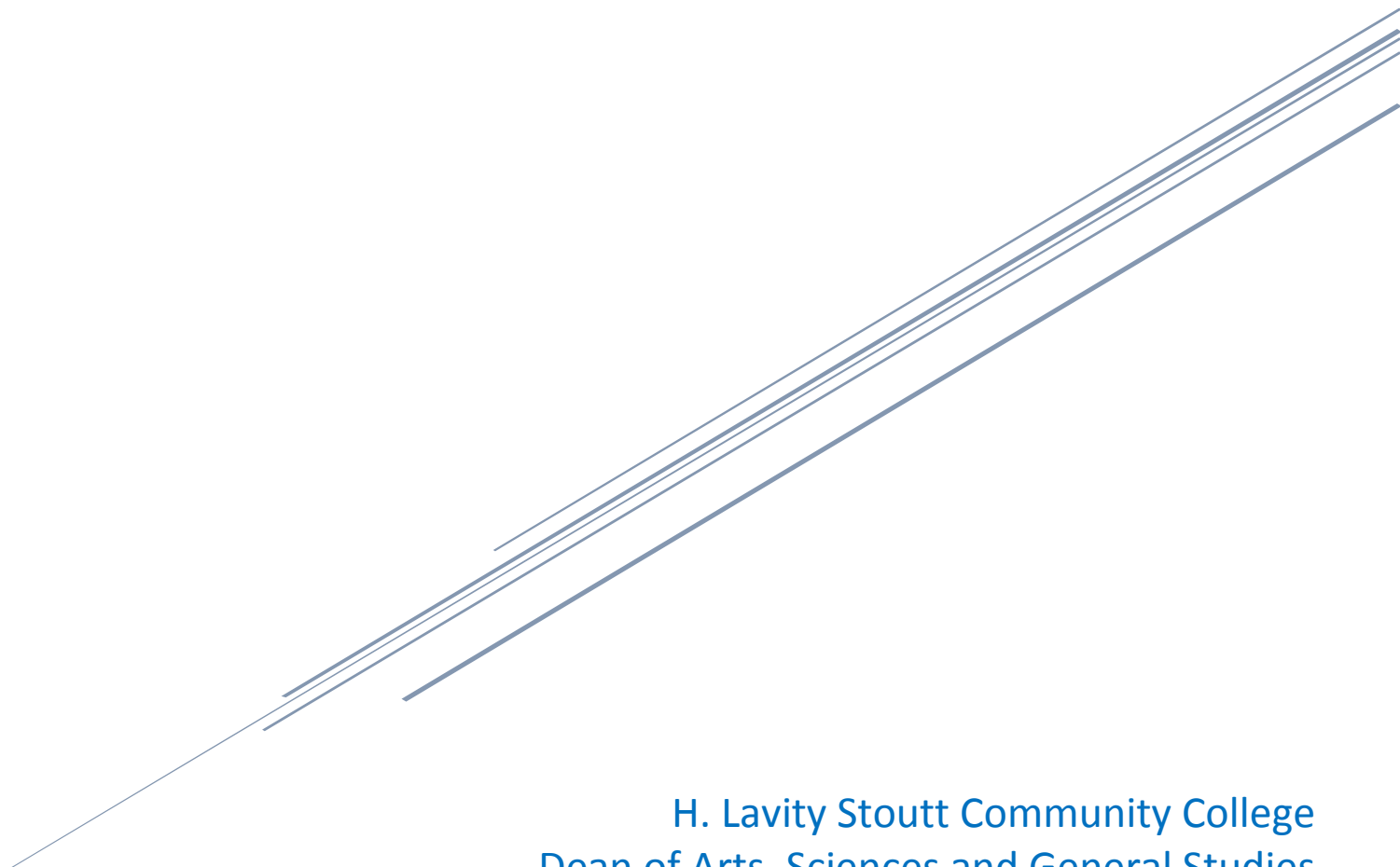


STUDENT OUTCOMES ASSESSMENT SUMMARIES 2016-2019

Associate Degree Programmes



H. Lavity Stoutt Community College
Dean of Arts, Sciences and General Studies

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General Education Proficiencies

Core Competencies

Proficiency Area	Means of Assessment and Criteria for Success	Assessment Schedule	Summary of Assessment Results	How Assessment Results Were Used																		
Critical Thinking	Indirect: Graduating Students' Survey Results, 2015, 2016, 2017, 2018, and 2019 Proficiency Benchmark: Combined 'Satisfied' or 'Very Satisfied' ratings being 50% or greater	Spring Semesters 2016, 2017, 2018, and 2019	<p>Goal Met Given in the following table is the summary of proficiency rates from 2015 to 2018:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Year</th> <th style="text-align: center;">Total of Survey Respondents</th> <th style="text-align: center;">'Satisfied' or 'Very Satisfied' Rate</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2015</td> <td style="text-align: center;">75</td> <td style="text-align: center;">74.66%</td> </tr> <tr> <td style="text-align: center;">2016</td> <td style="text-align: center;">99</td> <td style="text-align: center;">67.68%</td> </tr> <tr> <td style="text-align: center;">2017</td> <td style="text-align: center;">97</td> <td style="text-align: center;">69.07%</td> </tr> <tr> <td style="text-align: center;">2018</td> <td style="text-align: center;">69</td> <td style="text-align: center;">56.53%</td> </tr> <tr> <td style="text-align: center;">2019</td> <td style="text-align: center;">54</td> <td style="text-align: center;">64.81%</td> </tr> </tbody> </table>	Year	Total of Survey Respondents	'Satisfied' or 'Very Satisfied' Rate	2015	75	74.66%	2016	99	67.68%	2017	97	69.07%	2018	69	56.53%	2019	54	64.81%	Continue assessing Critical Thinking
	Year	Total of Survey Respondents	'Satisfied' or 'Very Satisfied' Rate																			
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2017	97	69.07%																				
2018	69	56.53%																				
2019	54	64.81%																				
Indirect: ETS® Proficiency Profile	Spring 2017 141 students	Goal Not Met With having been administered the Profile, results indicated a proficiency rate of 1%.	Unsure																			
Indirect: The Need for Cognition (Cacioppo, Petty, & Kao, 1984, Frostburg State University 20-Item Version) Survey Proficiency Benchmark: None	October 2018 91 students in COM 100	Goal Met or Not? Survey was administered. For the most part, "the negatively-worded items' averages had more responses negating those statements than the positively-worded ones, indicating students' positive perceptions toward the way that they think and reason".	The survey has again been deployed to COM 100 students in Fall 2019. A repeat will be given again as students mature at HLSCC to track changes in perception.																			
Direct: Analysis of MAT 113 Projects for Validity of Conclusions Drawn	Fall 2018 (14 students)	Need to be re-administered There were issues in making inferences with the findings. It is suggested that the process be redesigned so that each analysis area can be required to take place within a week of the relevant concepts being presented in the course.	This was not implemented. Discussion at the departmental level is needed.																			

	Direct: ACC 201 (Auditing) Assessment in using a case study as a project to analyse the accounts payable of a company. Proficiency Benchmark: A score of 60% (C-) or above	Fall 2017 or Spring 2018 7 students	Goal Met All students were deemed proficient, with 4 scoring "excellent" (between 90% and 100%) and 3 scoring "good" (between 75% and 89%).	The Accounting programme was reviewed in 2017. ACC 201 will no longer be included, so this learning outcome will be measured in another course.																		
			<u>Note:</u> Additional critical thinking assessment was completed in the SOC 205 and PSY 210 in Fall 2016. See these results in the Humanities Department section of this report.																			
Ethical Reasoning	Indirect: Graduating Students' Survey Results, 2015, 2016, 2017, 2018, and 2019 At least 60% of our students will use ethics in reasoning.	Spring Semesters 2015, 2016, 2017, 2018, and 2019	Goal Met <table border="1"> <thead> <tr> <th>Year</th> <th>Total of Survey Respondents</th> <th>'Satisfied' or 'Very Satisfied' Rate Selected</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>75</td> <td>86.67%</td> </tr> <tr> <td>2016</td> <td>99</td> <td>74.74%</td> </tr> <tr> <td>2017</td> <td>96</td> <td>76.05%</td> </tr> <tr> <td>2018</td> <td>70</td> <td>70.00%</td> </tr> <tr> <td>2019</td> <td>54</td> <td>72.22%</td> </tr> </tbody> </table>	Year	Total of Survey Respondents	'Satisfied' or 'Very Satisfied' Rate Selected	2015	75	86.67%	2016	99	74.74%	2017	96	76.05%	2018	70	70.00%	2019	54	72.22%	
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			Also see assessments for BUS203 and ACC220 in Business Department section																			
Foreign Language Communication	Indirect: Graduating Students' Survey Results, 2015, 2016, 2017, 2018, and 2019 Proficiency Benchmark: Combined 'Satisfied' or 'Very Satisfied' ratings being 50% or greater	Spring Semesters 2015, 2016, 2017, 2018, and 2019	Goal Not Met <table border="1"> <thead> <tr> <th>Year</th> <th>Total of Survey Respondents</th> <th>'Satisfied' or 'Very Satisfied' Rate Selected</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>72</td> <td>52.78%</td> </tr> <tr> <td>2016</td> <td>96</td> <td>41.67%</td> </tr> <tr> <td>2017</td> <td>93</td> <td>39.79%</td> </tr> <tr> <td>2018</td> <td>67</td> <td>25.38%</td> </tr> <tr> <td>2019</td> <td>54</td> <td>22.23%</td> </tr> </tbody> </table> The decreasing ratings indicate the need for further analysis.	Year	Total of Survey Respondents	'Satisfied' or 'Very Satisfied' Rate Selected	2015	72	52.78%	2016	96	41.67%	2017	93	39.79%	2018	67	25.38%	2019	54	22.23%	
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Foreign Language Communication	Direct: SPA 101 and FRE 101 Grades Proficiency Benchmark: 50% or more of students	Fall and Spring semesters 2016 to 2019	Goal Met for 2016 - 2017 Goal Met for 2017 - 2018 Goal Partially Met for 2018 - 2019	While the results for SPA101 2018-2019 was discouraging, steps were taken to replace one lecturer																		

	achieving a grade of C or greater.		<table border="1"> <thead> <tr> <th rowspan="3">Academic Year</th> <th rowspan="3">Course</th> <th rowspan="3">Total Number of Students</th> <th colspan="3">Number of Students</th> <th colspan="2">Not Proficient</th> <th rowspan="3">Rate Demonstrating Proficiency</th> </tr> <tr> <th>Advanced</th> <th colspan="2">Proficient</th> <th colspan="2">Not Proficient</th> </tr> <tr> <th>Excellent</th> <th>Good</th> <th>Average</th> <th>Below Average</th> <th>Poor</th> </tr> </thead> <tbody> <tr> <td>2016 - 2017</td> <td>SPA 101</td> <td>127</td> <td>24</td> <td>46</td> <td>30</td> <td>8</td> <td>19</td> <td>79%</td> </tr> <tr> <td></td> <td>FRE 101</td> <td>17</td> <td>3</td> <td>8</td> <td>0</td> <td>0</td> <td>6</td> <td>65%</td> </tr> <tr> <td></td> <td>Totals/Overall</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2017 - 2018</td> <td>SPA 101</td> <td>63</td> <td>17</td> <td>23</td> <td>13</td> <td>2</td> <td>8</td> <td>84%</td> </tr> <tr> <td></td> <td>FRE 101</td> <td>9</td> <td>1</td> <td>6</td> <td>2</td> <td>0</td> <td>0</td> <td>100%</td> </tr> <tr> <td></td> <td>Totals/Overall</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2018 - 2019</td> <td>SPA 101</td> <td>111</td> <td>5</td> <td>27</td> <td>19</td> <td>14</td> <td>46</td> <td>46%</td> </tr> <tr> <td></td> <td>FRE 101</td> <td>12</td> <td>4</td> <td>4</td> <td>2</td> <td>0</td> <td>2</td> <td>83%</td> </tr> </tbody> </table> <p>Again, the decreasing rates for SPA 101 for 2018-2019 proficiency indicate the need for further analysis to determine the way forward toward improvement.</p>	Academic Year	Course	Total Number of Students	Number of Students			Not Proficient		Rate Demonstrating Proficiency	Advanced	Proficient		Not Proficient		Excellent	Good	Average	Below Average	Poor	2016 - 2017	SPA 101	127	24	46	30	8	19	79%		FRE 101	17	3	8	0	0	6	65%		Totals/Overall								2017 - 2018	SPA 101	63	17	23	13	2	8	84%		FRE 101	9	1	6	2	0	0	100%		Totals/Overall								2018 - 2019	SPA 101	111	5	27	19	14	46	46%		FRE 101	12	4	4	2	0	2	83%	after consistent student complaints.
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Foreign Language Communication	Direct: Final Exam Questions Assessment Proficiency Benchmark: 50% or more of students achieving a grade of C or greater	Spring 2018 27 students 28 students	<p>Goal Met</p> <p>L.O. 1: Engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions <i>Proficiency rate:</i> $\frac{27}{27} = 100\%$</p> <p>L.O. 2: Interpret and respond appropriately to written and spoken language on a variety of topics <i>Proficiency rate:</i> $\frac{18}{28} \cong 64\%$</p>	No change is recommended																																																																																											
Historical and Cultural Awareness	Indirect: Graduating Students' Survey Results, 2015, 2016, 2017, 2018, and 2019	Spring Semesters 2015, 2016, 2017, 2018, and 2019	Goal Met	No change is recommended																																																																																											

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	<p>Direct: Analysis of Proficiency by Learning Outcome, VIS 110</p> <p>Proficiency Benchmark: Graded sections achieving an average of '2' or greater on a scale of '0' to '3'</p>	<p>Spring 2018 10 students</p>	<table border="1"> <thead> <tr> <th></th> <th>Analysis of Relationships in History (Final Research Project, L.O. 1)</th> <th>Analysis of Causes and Effects in History (Reparations Project, L.O. 2)</th> <th>Interpretation of Historical Events (Historical Sites Report, L.O. 3)</th> <th>Knowledge of Own Cultural Rules and Biases (Legacy Project, L.O. 4)</th> <th>Interpretation of Cultural Events (Final Exam, L. O. 5)</th> <th>Knowledge of Shifts in Cultural Identity (Map Test, L.O. 6)</th> </tr> </thead> <tbody> <tr> <td>Average Ratings</td> <td>2.4</td> <td>1.9</td> <td>2.6</td> <td>2</td> <td>1.7</td> <td>2.9</td> </tr> <tr> <td>n = 10</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Scale: 0 to 3</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Analysis of Relationships in History (Final Research Project, L.O. 1)	Analysis of Causes and Effects in History (Reparations Project, L.O. 2)	Interpretation of Historical Events (Historical Sites Report, L.O. 3)	Knowledge of Own Cultural Rules and Biases (Legacy Project, L.O. 4)	Interpretation of Cultural Events (Final Exam, L. O. 5)	Knowledge of Shifts in Cultural Identity (Map Test, L.O. 6)	Average Ratings	2.4	1.9	2.6	2	1.7	2.9	n = 10							Scale: 0 to 3							<p>Additional practice could be placed on analysis of cause and effects and interpretation of cultural events.</p>
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<p>Information Literacy</p>	<p>Indirect: Graduating Students' Survey Results, 2015, 2016, 2017, 2018, and 2019</p> <p>Proficiency Benchmark: Combined 'Satisfied' or 'Very Satisfied' ratings being 50% or greater</p>	<p>Spring Semesters 2015, 2016, 2017, 2018, and 2019</p>	<p>Goal Met</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Total of Survey Respondents</th> <th>'Satisfied' or 'Very Satisfied' Rate</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>76</td> <td>76.32%</td> </tr> <tr> <td>2016</td> <td>99</td> <td>64.64%</td> </tr> <tr> <td>2017</td> <td>95</td> <td>67.37%</td> </tr> <tr> <td>2018</td> <td>69</td> <td>59.42%</td> </tr> <tr> <td>2019</td> <td>54</td> <td>72.22%</td> </tr> </tbody> </table>	Year	Total of Survey Respondents	'Satisfied' or 'Very Satisfied' Rate	2015	76	76.32%	2016	99	64.64%	2017	95	67.37%	2018	69	59.42%	2019	54	72.22%	<p>No change is recommended</p>										
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2019	54	72.22%																														
<p>Information Literacy</p>	<p>Direct: Information Literacy Proficiency Test</p> <p>Proficiency Benchmark: 50% or greater correct for each assessed objective</p>	<p>Fall 2018 Students 21</p>	<p>Goal Partially Met but lots of work is needed</p> <table border="1"> <thead> <tr> <th colspan="3">Learning Outcome 1</th> </tr> <tr> <th colspan="3">Determines the Nature and Extent of the Information Needed</th> </tr> <tr> <th>Q 1. Define and Articulate the Need for Information</th> <th>Q2. Identify a Variety of Types and Formats of Potential Sources for Information</th> <th>Q3. Identify a Variety of Types and Formats of Potential Sources for Information</th> </tr> </thead> <tbody> <tr> <td>0.11</td> <td>0.95</td> <td>0.67</td> </tr> </tbody> </table>	Learning Outcome 1			Determines the Nature and Extent of the Information Needed			Q 1. Define and Articulate the Need for Information	Q2. Identify a Variety of Types and Formats of Potential Sources for Information	Q3. Identify a Variety of Types and Formats of Potential Sources for Information	0.11	0.95	0.67	<p>There are several areas among the results of the assessment of the five learning outcomes that need attention. It is suggested that an overall plan of improvement be formulated, with the beginning focus being at that outcome. It is also suggested that the use of other means of assessment be explored to provide another perspective.</p>																
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0.11	0.95	0.67																														

Information Literacy	Learning Outcome 2								
	Accesses Needed Information Effectively and Efficiently								
	Q 4. Access Needed Information Effectively and Efficiently	Q5. Access Needed Information Effectively and Efficiently	Q6. Construct and Implement Effectively Designed Search Strategies	Q7. Construct and Implement Effectively Designed Search Strategies	Q8. Retrieve Information Online or In Person Using a Variety of Methods	Q9. Retrieve Information Online or In Person Using a Variety of Methods	Q10. Refines the Search Strategy if Necessary	Q11. Extracts, Records, and Manages the Information and Its Sources	Q12. Extracts, Records, and Manages the Information and Its Sources
	0.60	0.39	0.25	0.00	0.95	0.42	0.58	0.61	0.50
	Learning Outcome 3				Learning Outcome 4				
	Evaluates Information and Its Sources Critically				Uses Information Effectively to Accomplish				
	Q 13. Summarize the Main Ideas to Be Extracted from the Information Gathered	Q14. Summarize the Main Ideas to Be Extracted from the Information Gathered	Q15. Articulate and Applies Initial Criteria for Evaluating Both the Information and Its Sources	Q16. Compare New Knowledge with Prior Knowledge to Determine the Value Added, Contradictions, or Other Unique Characteristics of the Information	Q 17. Applies New and Prior Information to the Planning and Creation of a Particular Product or Performance	Q18. Communicates the Product or Performance Effectively to Others			
	0.37	0.47	0.42	0.42	0.30	0.56			

			<table border="1"> <thead> <tr> <th colspan="3">Learning Outcome 5</th> </tr> <tr> <th colspan="3">Accesses and Uses Information Ethically and Legally</th> </tr> </thead> <tbody> <tr> <td>Q 19. Understand Many of the Ethical, Legal and Socio-Economic Issues Surrounding Information and Information Technology</td> <td>Q 20. Follows Laws, Regulations, Institutional Policies, and Etiquette Related to the Access and Use of Information Resources</td> <td>Q 21. Acknowledges the Use of Information Sources in Communicating the Product or Performance</td> </tr> <tr> <td style="text-align: center;">0.35</td> <td style="text-align: center;">0.35</td> <td style="text-align: center;">0.90</td> </tr> </tbody> </table>	Learning Outcome 5			Accesses and Uses Information Ethically and Legally			Q 19. Understand Many of the Ethical, Legal and Socio-Economic Issues Surrounding Information and Information Technology	Q 20. Follows Laws, Regulations, Institutional Policies, and Etiquette Related to the Access and Use of Information Resources	Q 21. Acknowledges the Use of Information Sources in Communicating the Product or Performance	0.35	0.35	0.90				
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0.35	0.35	0.90																	
Information Literacy	Indirect: Students' Self-Assessment on the Ability to Search for Information, Fall 2018 Information Literacy Test Proficiency Benchmark: None	Fall 2018 20 students	<p>Goal met for students using the internet Goal met for students using library databases</p>  <table border="1"> <caption>Self-Assessment on the Ability to Search for Information, by Internet or Library Database</caption> <thead> <tr> <th>Category</th> <th>Rate, Ability to Search the Internet to Find Information</th> <th>Rate, Ability to Search Library Databases to Find Information</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td>0.45</td> <td>0.20</td> </tr> <tr> <td>Good</td> <td>0.40</td> <td>0.20</td> </tr> <tr> <td>Average</td> <td>0.15</td> <td>0.50</td> </tr> <tr> <td>Poor</td> <td>0.00</td> <td>0.10</td> </tr> </tbody> </table>	Category	Rate, Ability to Search the Internet to Find Information	Rate, Ability to Search Library Databases to Find Information	Excellent	0.45	0.20	Good	0.40	0.20	Average	0.15	0.50	Poor	0.00	0.10	<p>Based on the results, it is therefore suggested that library database searches be one of the initial areas where improvement activities be applied.</p> <p>The inclusion of EBSCO Host access with each student's educational package and the subsequent training and guidance in use for students should allow for the opportunity for better results in this area on the next proficiency test.</p>
Category	Rate, Ability to Search the Internet to Find Information	Rate, Ability to Search Library Databases to Find Information																	
Excellent	0.45	0.20																	
Good	0.40	0.20																	
Average	0.15	0.50																	
Poor	0.00	0.10																	

Oral Communication	Indirect: Graduating Students' Survey Results, 2015, 2016, 2017, 2018, and 2019 Proficiency Benchmark: Combined 'Satisfied' or 'Very Satisfied' ratings being 50% or greater	Spring Semesters 2015, 2016, 2017, 2018, and 2019	Goal Met <table border="1" data-bbox="783 201 1209 501"> <thead> <tr> <th>Year</th> <th>Total of Survey Respondents</th> <th>'Satisfied' or 'Very Satisfied' Rate Selected</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>75</td> <td>88.00%</td> </tr> <tr> <td>2016</td> <td>99</td> <td>70.70%</td> </tr> <tr> <td>2017</td> <td>97</td> <td>79.38%</td> </tr> <tr> <td>2018</td> <td>70</td> <td>72.86%</td> </tr> <tr> <td>2019</td> <td>54</td> <td>68.52%</td> </tr> </tbody> </table>	Year	Total of Survey Respondents	'Satisfied' or 'Very Satisfied' Rate Selected	2015	75	88.00%	2016	99	70.70%	2017	97	79.38%	2018	70	72.86%	2019	54	68.52%	No changes recommended																											
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Oral Communication	Direct: ENG 106 Grade Distributions Proficiency Benchmark: 50% or more of students achieving a grade of C or greater	Fall and Spring semesters 2016 to 2019 All enrollees	Goal Met ENG 106 Grades for the Cycle: <table border="1" data-bbox="783 634 1587 1140"> <thead> <tr> <th rowspan="2">Academic Year</th> <th rowspan="2">Total Number of Students</th> <th colspan="3">Advanced</th> <th colspan="2">Not Proficient</th> <th rowspan="2">Rate Demonstrating Proficiency</th> </tr> <tr> <th>Excellent</th> <th>Good</th> <th>Average</th> <th>Below Average</th> <th>Poor</th> </tr> </thead> <tbody> <tr> <td>2016 - 2017</td> <td>152</td> <td>67</td> <td>36</td> <td>28</td> <td>7</td> <td>14</td> <td>86%</td> </tr> <tr> <td>2017 - 2018</td> <td>78</td> <td>5</td> <td>61</td> <td>9</td> <td>1</td> <td>2</td> <td>96%</td> </tr> <tr> <td>2018 - 2019</td> <td>110</td> <td>27</td> <td>71</td> <td>7</td> <td>2</td> <td>3</td> <td>95%</td> </tr> <tr> <td>Totals/Overall</td> <td>340</td> <td>99</td> <td>168</td> <td>44</td> <td>10</td> <td>19</td> <td>91%</td> </tr> </tbody> </table>	Academic Year	Total Number of Students	Advanced			Not Proficient		Rate Demonstrating Proficiency	Excellent	Good	Average	Below Average	Poor	2016 - 2017	152	67	36	28	7	14	86%	2017 - 2018	78	5	61	9	1	2	96%	2018 - 2019	110	27	71	7	2	3	95%	Totals/Overall	340	99	168	44	10	19	91%	No changes recommended
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Communication Oral	MAT113 BUS203 SOC100	Fall 2017 and Spring 2018 Spring 2017 Fall 2016	See results in Math and Science Section See results in Business and Computer Studies Section See results in Humanities Studies Section																																														

Quantitative Reasoning	Indirect: Graduating Students' Survey Results, 2015, 2016, 2017, 2018, and 2019 Proficiency Benchmark: Combined 'Satisfied' or 'Very Satisfied' ratings being 50% or greater.	Spring Semesters 2015, 2016, 2017, 2018, and 2019	Goal Partially Met <table border="1" data-bbox="783 203 1226 444"> <thead> <tr> <th>Year</th> <th>Total of Survey Respondents</th> <th>'Satisfied' or 'Very Satisfied' Rate Selected</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>75</td> <td>61.33%</td> </tr> <tr> <td>2016</td> <td>98</td> <td>58.17%</td> </tr> <tr> <td>2017</td> <td>97</td> <td>50.52%</td> </tr> <tr> <td>2018</td> <td>69</td> <td>36.23%</td> </tr> <tr> <td>2019</td> <td>54</td> <td>53.70%</td> </tr> </tbody> </table>	Year	Total of Survey Respondents	'Satisfied' or 'Very Satisfied' Rate Selected	2015	75	61.33%	2016	98	58.17%	2017	97	50.52%	2018	69	36.23%	2019	54	53.70%	Scores are somewhat marginal. Reasoning skills can be incorporated into all majors to strengthen this technique. More discussion to be held at the department levels.
Year	Total of Survey Respondents	'Satisfied' or 'Very Satisfied' Rate Selected																				
2015	75	61.33%																				
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Quantitative Reasoning	Indirect: ETS® Proficiency Profile	Spring 2017 141 students	Goal Not Met With 141 students having been administered the Profile, results are as follows: <table border="1" data-bbox="850 717 1482 1029"> <thead> <tr> <th></th> <th>Proficient</th> <th>Marginal</th> <th>Not Proficient</th> </tr> </thead> <tbody> <tr> <td>Mathematics, Level 1</td> <td>19%</td> <td>33%</td> <td>48%</td> </tr> <tr> <td>Mathematics, Level 2</td> <td>4%</td> <td>16%</td> <td>79%</td> </tr> <tr> <td>Mathematics, Level 3</td> <td>0%</td> <td>2%</td> <td>98%</td> </tr> </tbody> </table>		Proficient	Marginal	Not Proficient	Mathematics, Level 1	19%	33%	48%	Mathematics, Level 2	4%	16%	79%	Mathematics, Level 3	0%	2%	98%	More discussion to held within academic departments on other ways to measure quantitative reasoning which can be closer aligned to the areas of study.		
	Proficient	Marginal	Not Proficient																			
Mathematics, Level 1	19%	33%	48%																			
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Quantitative Reasoning	Direct: MAT 102, MAT 107, MAT 108, MAT 109, MAT 110, MAT 112, MAT 113, and MAT 115 Grade Distributions Proficiency Benchmark: 50% or more of students achieving a grade of C or greater	Fall and Spring semesters 2016 to 2019	Goal Partially Met								Since some of these courses (Mat108/109/110 teach abstract math, other types of instruments can be examine outside of mathematic courses to measure this skill. Questions relating to interpreting and problem solving needs more practice	
			Academic Year	Course	Total Number of Students	Number of Students						Rate Demonstrating Proficiency
						Advanced	Proficient			Not Proficient		
			Excellent	Good	Average	Below Average	Poor					
2016 - 2017	MAT 102	6	2	1	3	0	0	100%				
	MAT 107	4	0	2	2	0	0	100%				
	MAT 108	183	7	48	60	4	64	63%				
	MAT 109	126	11	42	35	10	28	70%				
	MAT 110	34	5	7	3	7	12	44%				
	MAT 113	93	15	43	18	5	12	82%				
	Totals/Overall	446	40	143	121	26	116	68%				
2017 - 2018	MAT 107	6	0	1	1	3	1	33%				
	MAT 108	47	1	10	12	1	23	49%				
	MAT 109	66	1	8	15	8	34	36%				
	MAT 110	27	1	6	1	3	16	30%				
	MAT 112	27	3	6	1	2	15	37%				
	MAT 113	61	15	16	7	7	16	62%				
	MAT 115	4	0	1	1	2	0	50%				
	Totals/Overall	238	21	48	38	26	105	45%				
2018 - 2019	MAT 102	4	1	1	1	0	1	75%				
	MAT 107	9	1	1	2	4	1	44%				
	MAT 108	152	3	30	58	11	50	60%				
	MAT 109	108	5	24	45	18	16	69%				
	MAT 110	22	2	4	3	0	13	41%				
	MAT 112	23	3	4	6	1	9	57%				
	MAT 113	105	8	20	30	14	33	55%				
	MAT 115	20	0	4	7	4	5	55%				
	Totals/Overall	443	23	88	152	52	128	59%				

Quantitative Reasoning	Direct: EET 100 (Electrical Technology): Learning Outcome: <i>Apply mathematical concepts and principles in the design, development, and analysis of electrical and electronic circuits and systems</i> Proficiency Benchmark: At least 70% of students to achieve "B" or higher	Spring 2016 (Check)	<p style="color: red;">(More specific information on measurement is needed here.)</p> Results: From the associated Electronic Engineering Technology Report, "33% of students acquired a "B" or higher and 50% of students acquired a "C" while 16% of students acquired a "D" or lower".	It was suggested that MAT 115, Technical Mathematics, become a prerequisite for this course. (It needs to be determined if this is in effect. MAT 115 as a prerequisite is not stated in the most recent (2018 – 2019 Catalogue).																		
Scientific Reasoning	Indirect: Graduating Students' Survey Results, 2015, 2016, 2017, 2018, and 2019 Proficiency Benchmark: Combined 'Satisfied' or 'Very Satisfied' ratings being 50% or greater	Spring Semesters 2015, 2016, 2017, 2018, and 2019	Goal Met <table border="1" data-bbox="783 786 1541 998"> <thead> <tr> <th>Year</th> <th>Total of Survey Respondents</th> <th>'Satisfied' or 'Very Satisfied' Rate Selected</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>74</td> <td>66.22%</td> </tr> <tr> <td>2016</td> <td>99</td> <td>52.52%</td> </tr> <tr> <td>2017</td> <td>97</td> <td>57.73%</td> </tr> <tr> <td>2018</td> <td>69</td> <td>53.62%</td> </tr> <tr> <td>2019</td> <td>54</td> <td>55.55%</td> </tr> </tbody> </table>	Year	Total of Survey Respondents	'Satisfied' or 'Very Satisfied' Rate Selected	2015	74	66.22%	2016	99	52.52%	2017	97	57.73%	2018	69	53.62%	2019	54	55.55%	No change recommended
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<p>Scientific Reasoning</p>	<p>Direct: BIO 110, CHE 110, PHY 110, BIO 104 and BIO 106 Grade Distributions</p> <p>Proficiency Benchmark: 50% or more of students achieving a grade of C or greater</p>	<p>Fall and Spring semesters 2016 to 2019</p>	<p>Goal Met for 2016-2017 Goal Met for 2017-2018 Goal Partially Met for 2018-2019</p> <table border="1" data-bbox="779 256 1598 813"> <thead> <tr> <th rowspan="2">Academic Year</th> <th rowspan="2">Course</th> <th rowspan="2">Total Number of Students</th> <th colspan="3">Advanced</th> <th colspan="2">Not Proficient</th> <th rowspan="2">Rate Demonstrating Proficiency</th> </tr> <tr> <th>Excellent</th> <th>Good</th> <th>Average</th> <th>Below Average</th> <th>Poor</th> </tr> </thead> <tbody> <tr> <td rowspan="5">2016 - 2017</td> <td>BIO 104</td> <td>39</td> <td>2</td> <td>20</td> <td>5</td> <td>4</td> <td>8</td> <td>69%</td> </tr> <tr> <td>BIO 106</td> <td>83</td> <td>17</td> <td>28</td> <td>20</td> <td>3</td> <td>15</td> <td>78%</td> </tr> <tr> <td>BIO 110</td> <td>34</td> <td>3</td> <td>15</td> <td>8</td> <td>3</td> <td>5</td> <td>76%</td> </tr> <tr> <td>CHE 110</td> <td>22</td> <td>8</td> <td>13</td> <td>1</td> <td>0</td> <td>0</td> <td>100%</td> </tr> <tr> <td>PHY 110</td> <td>18</td> <td>3</td> <td>6</td> <td>5</td> <td>3</td> <td>1</td> <td>78%</td> </tr> <tr> <td></td> <td>Totals/Overall</td> <td>196</td> <td>33</td> <td>82</td> <td>39</td> <td>13</td> <td>29</td> <td>79%</td> </tr> <tr> <td rowspan="5">2017 - 2018</td> <td>BIO 104</td> <td>14</td> <td>2</td> <td>3</td> <td>8</td> <td>0</td> <td>1</td> <td>93%</td> </tr> <tr> <td>BIO 106</td> <td>37</td> <td>11</td> <td>10</td> <td>8</td> <td>2</td> <td>6</td> <td>78%</td> </tr> <tr> <td>BIO 110</td> <td>37</td> <td>3</td> <td>10</td> <td>9</td> <td>3</td> <td>12</td> <td>59%</td> </tr> <tr> <td>CHE 110</td> <td>39</td> <td>10</td> <td>17</td> <td>7</td> <td>1</td> <td>4</td> <td>87%</td> </tr> <tr> <td>PHY 110</td> <td>12</td> <td>2</td> <td>4</td> <td>5</td> <td>0</td> <td>1</td> <td>92%</td> </tr> <tr> <td></td> <td>Totals/Overall</td> <td>139</td> <td>28</td> <td>44</td> <td>37</td> <td>6</td> <td>24</td> <td>78%</td> </tr> <tr> <td rowspan="5">2018 - 2019</td> <td>BIO 104</td> <td>18</td> <td>0</td> <td>5</td> <td>4</td> <td>2</td> <td>7</td> <td>50%</td> </tr> <tr> <td>BIO 106</td> <td>79</td> <td>14</td> <td>21</td> <td>11</td> <td>11</td> <td>22</td> <td>58%</td> </tr> <tr> <td>BIO 110</td> <td>54</td> <td>2</td> <td>9</td> <td>16</td> <td>5</td> <td>22</td> <td>50%</td> </tr> <tr> <td>CHE 110</td> <td>44</td> <td>10</td> <td>9</td> <td>10</td> <td>3</td> <td>12</td> <td>66%</td> </tr> <tr> <td>PHY 110</td> <td>9</td> <td>1</td> <td>2</td> <td>1</td> <td>0</td> <td>5</td> <td>44%</td> </tr> <tr> <td></td> <td>Totals/Overall</td> <td>204</td> <td>27</td> <td>46</td> <td>42</td> <td>21</td> <td>68</td> <td>56%</td> </tr> </tbody> </table>	Academic Year	Course	Total Number of Students	Advanced			Not Proficient		Rate Demonstrating Proficiency	Excellent	Good	Average	Below Average	Poor	2016 - 2017	BIO 104	39	2	20	5	4	8	69%	BIO 106	83	17	28	20	3	15	78%	BIO 110	34	3	15	8	3	5	76%	CHE 110	22	8	13	1	0	0	100%	PHY 110	18	3	6	5	3	1	78%		Totals/Overall	196	33	82	39	13	29	79%	2017 - 2018	BIO 104	14	2	3	8	0	1	93%	BIO 106	37	11	10	8	2	6	78%	BIO 110	37	3	10	9	3	12	59%	CHE 110	39	10	17	7	1	4	87%	PHY 110	12	2	4	5	0	1	92%		Totals/Overall	139	28	44	37	6	24	78%	2018 - 2019	BIO 104	18	0	5	4	2	7	50%	BIO 106	79	14	21	11	11	22	58%	BIO 110	54	2	9	16	5	22	50%	CHE 110	44	10	9	10	3	12	66%	PHY 110	9	1	2	1	0	5	44%		Totals/Overall	204	27	46	42	21	68	56%	<p>No changes recommended. Encourage more practice during the semester to better prepare students in classes where results are weak.</p>
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	Direct: Final Exam Question Assessment Related to the Learning Outcomes of " <i>using a word processing application to accomplish everyday tasks associated with creating, formatting, and finishing word processing documents (L.O. 2)</i> ", and " <i>accomplishing tasks associated with developing,</i>	Fall 2018 19 students	Goal Met Proficiency Rate for Learning Outcome 2: 74% Proficient Rate for Learning Outcome 3: 68%	From a review of final exam assessments of various CSC 104 course sections for the Fall 2018 semester, it was suggested that questions/ exercises across course sections are written to have equivalent functions and weightings and are scored accordingly.																																													

	<i>formatting, and modifying a spreadsheet application, in addition to using standard functions and formulas, and creating and formatting graphs and charts (L.O. 3)."</i>			(The 2012 –2015 Technological Competency General Education Report indicated the need for the CSC 104 Final Exam to cover all five learning outcomes, rather than just two of them. The Spring 2019 Final Exam needs to be reviewed to determine if this was done.)																		
Written Communication	Indirect: Graduating Students' Survey Results, 2015, 2016, 2017, 2018, and 2019 Proficiency Benchmark: Combined 'Satisfied' or 'Very Satisfied' ratings being 50% or greater	Spring Semesters 2015, 2016, 2017, 2018, and 2019	Goal Met <table border="1" data-bbox="781 699 1478 940"> <thead> <tr> <th>Year</th> <th>Total of Survey Respondents</th> <th>'Satisfied' or 'Very Satisfied' Rate Selected</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>76</td> <td>86.84%</td> </tr> <tr> <td>2016</td> <td>99</td> <td>74.75%</td> </tr> <tr> <td>2017</td> <td>97</td> <td>78.35%</td> </tr> <tr> <td>2018</td> <td>70</td> <td>75.72%</td> </tr> <tr> <td>2019</td> <td>54</td> <td>64.81%</td> </tr> </tbody> </table>	Year	Total of Survey Respondents	'Satisfied' or 'Very Satisfied' Rate Selected	2015	76	86.84%	2016	99	74.75%	2017	97	78.35%	2018	70	75.72%	2019	54	64.81%	No recommendations suggested
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Written Communication	Direct: Analysis of Written Communication Scores from Researched Argument, ENG 105 Proficiency Benchmark: 50% or greater of graded sections achieving a 3 or 4 on a scale of 1 to 4	Spring 2018 22 students	Goal Partially Met <table border="1" data-bbox="783 646 1604 1036"> <thead> <tr> <th rowspan="2">Score</th> <th colspan="5">Frequency of Each Score</th> </tr> <tr> <th>Thesis</th> <th>Support</th> <th>Organisation</th> <th>Audience and Purpose</th> <th>Language</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0</td> <td>1</td> <td>2</td> <td>1</td> </tr> <tr> <td>2</td> <td>3</td> <td>10</td> <td>4</td> <td>12</td> <td>8</td> </tr> <tr> <td>3</td> <td>12</td> <td>9</td> <td>13</td> <td>7</td> <td>13</td> </tr> <tr> <td>4</td> <td>7</td> <td>3</td> <td>4</td> <td>1</td> <td>0</td> </tr> <tr> <td>Rate of 3 or Higher</td> <td>0.86</td> <td>0.55</td> <td>0.77</td> <td>0.36</td> <td>0.59</td> </tr> </tbody> </table>	Score	Frequency of Each Score					Thesis	Support	Organisation	Audience and Purpose	Language	1	0	0	1	2	1	2	3	10	4	12	8	3	12	9	13	7	13	4	7	3	4	1	0	Rate of 3 or Higher	0.86	0.55	0.77	0.36	0.59	More practice can be provided to help students strengthen the weaker areas	
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Mathematics and Science Department

Programme: General Science

Programme Learning Outcomes	Means of Assessment and Criteria for Success	Assessment Schedule	Summary of Assessment Results	How Assessment Results Were Used
Students will be able to demonstrate the ability to effectively communicate results of scientific inquiries orally and/or in writing.	<p>Oral Presentations in the course: SCI235</p> <p>At least 75% of General Science majors will meet the standard established in the rubrics used to assess both written and oral communication.</p>	Fall 2017 and Spring 2018 All enrollees	<p>Goal Partially Met</p> <p>Oral Communication - Students did not meet the standard in three of the learning outcome components (Overall presentation, Content and Quality of Display)</p> <p>Written Communication- students did not meet the standard for both clarity and content in the data assignment.</p> <p>For Oral Communication, peer evaluations showed better ratings than those completed by lecturers.</p>	<p>Presentation skills will be incorporated in prerequisite courses to develop student skills.</p> <p>For both written and oral communication, all individual scoring rubrics have been improved to better align with their respective assessment instruments.</p>
Apply mathematical techniques across core sciences.	<p>Questions from the following courses: CHE110 and PHY110</p> <p>This is the first time this outcome has been assessed. Results will be used as baseline data for future assessment of this learning outcome.</p>	Spring 2019 All enrollees	<p>Goal Partially Met</p> <p>At least 80% of the students were deemed proficient in communication/working and the use of mathematical scientific terminology and notation.</p> <p>At least 50% of the students showed proficiency in understanding the problem and using information appropriately.</p> <p>The weakest area was obtaining the correct answer being 34.6%.</p>	<p>Taught students about the proper use of calculators and how to prove answers.</p> <p>Emphasize the link between mathematics and science courses</p> <p>Offer mathematics tutorial the first day of class for CHE110, and PHY110 to determine student's progress</p>
Students will be able to demonstrate an understanding of the fundamental principles and concepts in Biology, Chemistry and Physics.	<p>Questions on exams were used in the following courses: BIO 110, BIO112, CHE110, CHE112, PHY110, PHY112</p> <p>At least 70% of students were expected to score a minimum</p>	Fall 2018 and Spring 2019 All enrollees	<p>Goal Not Met</p> <p>Students met the standard for three of the seventeen learning outcomes assessed. Two of the learning outcomes for BIO 112 were not assessed in the Spring, however, the data from Spring 2015 indicated that students met the requirements for them. It</p>	<p>All instructors will spend more time on these core competency areas to ensure that students grasp the information being taught. More practice assessments will be implemented.</p>

Programme Learning Outcomes	Means of Assessment and Criteria for Success	Assessment Schedule	Summary of Assessment Results	How Assessment Results Were Used
	of 66% on assessment questions		<p>is important to note that the data collected for PHY 110 and PHY112 will serve as new baseline data as a new instructor came on for this semester without a transition period.</p> <p>Overall the number of students meeting the standard was low.</p>	Assess these concepts on term exams as well as the final to determine students' retention.
To what extent are students able to reason scientifically as measured by their performance on an assignment given in BIO 106 or BIO 110?	<p>Project from BIO106 and laboratory investigations from BIO110 and CHE110</p> <p>At least 70% of the students assessed will meet the standard for each of the following criteria</p>	Spring 2019 All enrollees	<p>Goal Met</p> <p>The results show that, on average, over 79% of the students were able to reason scientifically with making initial observations (67%) and interpreting data & drawing conclusions (58%) being the weakest areas.</p>	<ol style="list-style-type: none"> 1. Evaluate the definition of scientific reasoning and the current list of related learning outcomes. 2. Incorporate specific activities that focus skills related to interpreting data and drawing activities. 3. Improve lab and project instructions/layout across courses to help students build reasoning skills and to ensure all General Education courses can be appropriately assessed 4. Include PHY 110 going forward.
Students will be able to demonstrate appropriate laboratory skills	<p>Laboratory Skill Exam conducted in CHEM112</p> <p>This is the first time this outcome has been assessed. Results will be used as baseline data for future assessment of this learning outcome. A rubric was used.</p>	Spring 2018 All enrollees	<p>Goal partially met</p> <p>At least 85% of the students were deemed proficient in thermometer reading, pH measuring, weighing and titration.</p> <p>At least 50% of the students showed proficiency in pipette use, dilution and apparatus identification.</p> <p>The weakest areas were burette reading, qualitative analysis, calculation and application in that order, ranging from 5% to 41%.</p>	<ol style="list-style-type: none"> 1. Ensure that all tested lab topics are covered in CHE 110. 2. Criteria used to go forward will be that 80% proficiency in all tested areas was suggested. 3. A lab exam with rubric was extended to CHE 112 4. More practice will be given in Titration. A titration workshop will be extended to Grade 11 high school students (public and private)

Business and Computer Studies Department

Programme: Accounting

Programme Learning Outcomes	Means of Assessment and Criteria for Success	Assessment Schedule	Summary of Assessment Results	How Assessment Results Were Used
Use critical thinking skills to solve accounting problems in business situations	Audit Project in ACC201 At least 75% of the students will score a 60% C- or above to show proficiency in analysing and answering questions in the project.	Fall 2018? All enrollees (7)	Goal Met Rubric was used to evaluate students. 100% of the students were proficient and scored a B grade or higher on the assessment. Although this course ACC201 Auditing will no longer be included in the Accounting programme, this learning outcome can continue to be assessed in ACC101	More assignments should be given like this one, so that students can continue develop critical and thinking skills in solving accounting problems.
Apply ethical principles and standards that are accepted in the Accounting Industry	Final Exam question: ACC220 At least 75% of the students will score a 60% C- or above to show proficiency in calculating payroll taxes and completing monthly tax return forms.	Spring 2018 All enrollees	Goal Not Met Only 7 out of 10 students met the criteria (70%). Students need more practice with the completion of the payroll form	Due to programme changes this learning outcome will be assessed in ACC100 since ACC220 will no longer be offered. More training of adjunct faculty is needed.
Use accounting software and computer programme effectively to communicate and analyze information related to accounting and business.	Project ACC100	Spring 2017	N/A	N/A
Communicate effectively in written and oral form in business situations using accounting reports	Project Self-assessment ACC210	Spring 2017	N/A	N/A

Programme: Business Administration

Programme Learning Outcomes	Means of Assessment and Criteria for Success	Assessment Schedule	Summary of Assessment Results	How Assessment Results Were Used
Communicate effectively in written and oral form in business situations	Oral Presentation: BUS203 Management Principles At least 75% of students would be able to communicate effectively	Spring 2017	Goal Met 100% of the students met the criteria	Continue practicing oral presentations in classes that lead up to BUS203.
Apply ethical principles and standards that are accepted in the business world	Mini Case Study on Final Exam BUS203 Management Principles At least 75 % of students earning a score of 60% C- or higher	Spring 2017	Goal Met 82% of students received scores of 60% or higher. It was discovered that students were given a choice on the mandatory ethical question which should not have occurred. As a result, 5 students did not attempt the question on the final exam.	Continue to offer practice case studies for students to develop analytical skills. Include more adjunct faculty in the assessment exercise to help them understand the importance of mandatory questions on exams.
Analyze financial data and trends as they relate to everyday business	Final examination question: ACC100 At least 75% of the students will score a 60% C- or above to show proficiency in analysing and answering questions in the project.	Spring 2019 All enrollees	Goal Met For this assessment, 83% of the students were proficient on this criterion.	More in class practice sessions to be done to ensure that the students understand the concepts.
Utilize internal control methodologies to enhance reliability of the accounting function	Final examination question: ACC101 At least 75% of the students will score a 60% C- or above to show proficiency in analysing and answering questions in the project.	Spring 2019 All Enrollees	Goal Met For this assessment, 80% of students were proficient on this criterion.	More in class practice sessions to be done to ensure that the students understand the concepts.

Programme: Small Business Management

Programme Learning Outcomes	Means of Assessment and Criteria for Success	Assessment Schedule	Summary of Assessment Results	How Assessment Results Were Used
Apply general business and management strategies to real-life in small business settings	Business Plan: BUS111 At least 75% of students will score a 60% C- or above to show proficiency in oral and written communication as well as answering questions from instructor and peers.	Spring 211 2018 All enrollees (9 students)	Goal Met According to the achievement target all 9 students were proficient.	N/A
Use technology effectively to communicate and analyze information related to business	Project, Self-assessment BUS221 At least 75% of students will score a 60% C- or above to show proficiency in oral and written communication as well as answering questions from instructor and peers.	Spring 2018 All enrollees (9 students)	Goal Met According to the achievement target all 9 students were proficient.	N/A

Programme: Computer Studies

Programme Learning Outcomes	Means of Assessment and Criteria for Success	Assessment Schedule	Summary of Assessment Results	How Assessment Results Were Used

Programme: Hotel Management

Programme Learning Outcomes	Means of Assessment and Criteria for Success	Assessment Schedule	Summary of Assessment Results	How Assessment Results Were Used

Humanities Department

Programme: Human Services Programme

Programme Learning Outcomes	Means of Assessment and Criteria for Success	Assessment Schedule	Summary of Assessment Results	How Assessment Results Were Used
Understand and critically apply sociological and psychological theories to rationalize individual development and behavior across the lifespan and interaction among individuals.	<p>Research Project: Theory Application SOC104</p> <p>At least 80% of students will achieve a C+ or better on this project</p>	<p>Fall 2017</p> <p>All enrollees</p>	<p>Goal Met</p> <p>100% of the students met the criteria</p>	<p>Due to a successful outcome in measuring understanding and application, this assessment will continue to be used as one form of measuring tool to test student's knowledge and understanding in theory application.</p>
Understand and critically apply sociological and psychological theories to rationalize individual development and behavior across the lifespan and interaction among individuals.	<p>Final Exam Essay question: PSY 210</p> <p>It is expected all students should receive no less than a 75% score or higher.</p>	<p>4 enrollees</p>	<p>Goal Not Met</p> <p>Of the four students two students scored above 80%, one student scored 72%, and one student scored 45%.</p>	<p>Half of one class period per semester will be allocated to reminding students of how to go about constructing a proper essay.</p> <p>More essay assignments will be given throughout the term to allow for practice and improvement.</p>
Apply entry level counselling skills to facilitate individuals, groups, and families.	<p>Project for PSY215 Counselling (Theory and Practice)</p> <p>At least 80% of students will achieve a C+ or better on this project</p>	<p>Fall 2017</p> <p>All enrollees</p>	<p>Goal Met</p> <p>100% of the students met the criteria</p>	<p>This assessment will be repeated to gauge students' ability to apply theory and practical skills acquired during this course.</p>
Apply entry level counseling skills to facilitate individuals, groups, and families.	<p>End of term formal counselling session: PSY 215</p> <p>It is recommended that all students meet the target grade of 75% and above.</p>	<p>Spring 2018</p> <p>All enrollees</p>	<p>Goal Not Met</p> <p>Of the six students, 4 students or 66% met the criterion. Two students scored below with 72% and 64%.</p>	<p>More practice sessions will be included in course calendar.</p> <p>Students struggled with verbalising in a professional manner what should be said to the client. Practicing alternative ways to address the same protocol "step" is necessary.</p>

Programme Learning Outcomes	Means of Assessment and Criteria for Success	Assessment Schedule	Summary of Assessment Results	How Assessment Results Were Used
Understand and critically apply sociological and psychological theories to rationalize individual development and behavior across the lifespan and interaction among individuals	Soc 205: Research Oral Biography Presentation At least 80% of students will achieve a C+ or better on this project	Spring 2018 5 students	Goal Met The results were overall pleasing. 100% of the students received a grade higher than a C+. The criteria for success of 80% was exceeded.	Due to a successful outcome in measuring understanding and application, this assessment will continue to be used as one form of measuring tool to test student's knowledge and understanding in research and theory application.
Demonstrate the knowledge and basic skills necessary to conduct social research	Elderly Biography Research Presentations: SOC 205 Students are required to receive a grade no lower than 80%.	Spring 2018 5 enrollees	Goal Partially met Of the five students, 80% met the score while one student scored 73% due to tardiness.	No change.
Demonstrate critical thinking and problem-solving skills in devising social policies for resolving common communal and associational issues relating to the elderly.	SOC 205: Research Project: Elderly Housing Project, Policy Development and Radio Advert At least 75% of students would achieve a Grade of C or higher for the project	Fall 2016 All enrollees	Goal Met 80% of students achieved the criteria.	This assessment will continue to be used as one form of measuring tool to test student's knowledge and understanding on the distinctive needs of the elderly population.
Understand and critically apply psychological theories to rationalize individual development and behaviour across the lifespan and interaction among individuals.	PSY 210: Movie Analysis Application Essay. 75% of students will earn a grade of C or higher.	Fall 2016 All enrollees	Goal Not Met Sixty two percent (62%) of the students was successful in making correct correlations between the HGD concepts they were given and events that took place in the movie.	This assessment will be repeated for Fall 2017 since it challenges students to apply what they have learned in everyday life.

Programme Learning Outcomes	Means of Assessment and Criteria for Success	Assessment Schedule	Summary of Assessment Results	How Assessment Results Were Used
Analyse world events, recognize various types of social interaction between people and social institutions, and apply critical thinking in resolving social issues through sociological methods and techniques in everyday social situations.	Research Oral Presentation: Soc 100 At least 75% of students will earn a grade of C+ or higher.	Fall 2016 All enrollees	Goal Met 93% of students achieved the criteria.	Since research is empirical, this assessment is vital and will continue to be implemented.
Critically explore the ways that psychological theories are used to describe, understand, predict and control behaviour and apply biological and other causes of behaviours to explain everyday situations.	Final Exam: Section II: Problem Solving/Diagnosis Application: PSY 100 At least 75% of students will score a C Grade or higher	Spring 2017 All enrollees	Goal Not Met Only 10% of students showed competency in this criterion. The outcome of this assessment	To improve the outcome, more time will be placed on problem solving during the school term.
Apply sociological and social-psychological theories of deviant behaviour in everyday social situations in written and oral communication.	Oral Presentation: Social Issues Critical Thinking Oral Analysis: SOC 104 Criteria? At least 75% of students will pass with a grade of C or higher	Spring 2017 All enrollees	Goal Met This criterion was met by 100% of students.	Besides future tweaking of the instructions for this assessment, it is a good way of forcing critical thinking, thus it will continue to be used as a measuring tool for this course.
Communicate effectively in written and oral form in human services settings.	Field Work Assignment Formal counselling session: PSY 215 All students are expected to score 80% or higher for this assignment.	2017-2018 6 enrollees	Goal Not Met On this assignment, 33% or 2 students met the criteria. One student scored 79%, two students scored 50%, and one student scored 29%.	More focus needs to be placed on application. More connection needs to be made between skills learned in class and those observed in the field work counselling sessions. Assignment instructions would be reviewed to better guide students on what is required.

Programme Learning Outcomes	Means of Assessment and Criteria for Success	Assessment Schedule	Summary of Assessment Results	How Assessment Results Were Used
Analyze the impact of social issues on people, agencies, communities, and service systems	Oral presentation on a research topic: SOC 104 All the students were expected to receive 80% and above.	Fall 2018 3 enrollees	Goal Not Met Two of the three students or 66% met the criterion for this assignment.	No change. This assessment will continue to be used.

Programme: English Programme

Programme Learning Outcomes	Means of Assessment and Criteria for Success	Assessment Schedule	Summary of Assessment Results	How Assessment Results Were Used
Develop an appreciation and understanding of literature's personal, cultural, and historical significance.	Questions on Final exam: ENG 125 Students' achievement of a passing grade (C- or better) on embedded questions on indicates proficiency.	2016-2017 13 students	Goal Met 100% of the students achieved the goal however, 30% of students struggled on the questions.	These results were used to drive adjustments to the course outline for Shakespeare, which must provide more supporting material, such as documentaries and short video clips, which can speak directly to the cultural and historical significance of the literature.
Develop an appreciation and understanding of literature's personal, cultural, and historical significance	ENG107 Elements of Literature At least 75% of students will make a passing grade of C- or higher on specific final exam questions to indicate proficiency.	Fall 2018 All enrollees		
Demonstrate an understanding of literary forms through studying the elements, structures, and	Questions embedded in final exam: ENG107	Fall 2017 6 enrollees	Goal Not Met 50% received a passing grade.	This form of assessment will continue to be used albeit with necessary tweaks as needed based on results.

Programme Learning Outcomes	Means of Assessment and Criteria for Success	Assessment Schedule	Summary of Assessment Results	How Assessment Results Were Used
characteristics of different types of literature	At least 75% of students will make a passing grade of C- or higher.			
Develop an appreciation and understanding of literature's personal, cultural, and historical significance	<p>Embedded questions on the final exam Shakespeare and Other Authors: ENG 125.</p> <p>At least 75% of the students will achieve a grade of B or better on these essays</p>	<p>Fall 2016</p> <p>(all course enrollees)</p>	<p>Goal Not Met</p> <p>There were 69% of students who met this criterion.</p>	<p>Adjustments were made to the course outline for Shakespeare, which must provide more supporting material, such as documentaries and short video clips, which can speak directly to the cultural and historical significance of the literature.</p>
Produce and communicate clear and effective arguments and ideas formed independently.	<p>Embedded questions on the final exam: ENG 222</p> <p>At least 75% of students will make a passing grade of C- or higher.</p>	Spring 2017	<p>Goal Met</p> <p>On this criterion, 100% of students were proficient, however some students who needed more support.</p>	<p>Weaker students be given more practice in class forming ideas and making arguments independently. This can be done by applying critical theories to short YouTube clips, short passages, and other opportunities for analysis.</p>
Demonstrate an understanding of the theoretical and systematic framework used for the study of language.	<p>Embedded questions on the final exam: ENG 210.</p> <p>Students' achievement of a passing grade (C- or better) on embedded questions on the final exam in ENG 210 indicates proficiency.</p>	Spring 2016	<p>Goal Met</p> <p>On this criterion, 87% of students were proficient.</p>	<p>The assessment results indicate that student did not demonstrate as solid an understanding of the theoretical and systematic framework used for the study of language as the others in the class. More practice embedded in the course outlines and more supporting material to supplement lectures and the analysis of the texts are required.</p>

Programme: Humanities

Programme Learning Outcomes	Means of Assessment and Criteria for Success	Assessment Schedule	Summary of Assessment Results	How Assessment Results Were Used
Examine historical events in world civilizations, as well as large trends and themes up through 1500.	Research project, homework assignments and various short answer questions for both midterm and final exam: HIS 121. At least 75% of students will achieve a grade of C- or higher in the course.	Spring 2017 26 enrollees	Goal Met 81% of the class met the criteria. There were 9 or 34% of students achieved an A average, 23% or 6 received B's as final grades, 23% or 6 students that received C's, of them were only able to achieve and 11% or 3 F grades. 1 student dropped the course.	
Demonstrate the ability to think critically about various theories and ideas in philosophy.	PHI 100	Spring 2016	n/a	n/a
Demonstrate an understanding of literary forms through studying the elements, structures, and characteristics of different types of literature	Final Exam ENG 107 Students' achievement of a passing grade (C- or better) on the final exam indicates proficiency.	2016-2017 All Enrollees (6 students)	Goal Not Met For this assessment, 50% of the students received a passing grade. but the remaining students fell below the passing grade.	This form of assessment fosters critical thinking as it challenges students to understand, analyse and apply the knowledge learnt It will continue to be used albeit with necessary tweaks as needed based on results.
Examine historical events in world civilizations, as well as large trends and themes up through 1500.	Research project, homework assignments and questions for both midterm and final exam: HIS 121. At least 75% of students will achieve a grade of C- or higher in the course.	Spring 2017 26 enrollees	Goal Met 81% of the class met the criteria. There were 9 or 34% of students achieved an A average, 23% or 6 received B's as final grades, 23% or 6 students that received C's, of them were only able to achieve and 11% or 3 F grades. 1 student dropped the course.	No special adjustments needed.

Programme Learning Outcomes	Means of Assessment and Criteria for Success	Assessment Schedule	Summary of Assessment Results	How Assessment Results Were Used
Demonstrate an understanding of literary forms through studying the elements, structures, and characteristics of different types of literature	Final Exam ENG 222 Students' achievement of a passing grade (C- or better) on the final exam indicates proficiency.	2016-2017 All Enrollees (6 students)	Goal Not Met For this assessment, 50% of the students received a passing grade. but the remaining students fell below the passing grade.	This form of assessment fosters critical thinking as it challenges students to understand, analyse and apply the knowledge learnt It will continue to be used albeit with necessary tweaks as needed based on results.

Marine Studies

Programme: Marine Studies

Programme Learning Outcomes	Means of Assessment and Criteria for Success	Assessment Schedule	Summary of Assessment Results	How Assessment Results Were Used
Demonstrate safe working practice in the operation of equipment, tools, and handling of hazardous materials.	Chart Reading: AMS111 & AMS113 At least 70% of students will achieve a grade of C+ or higher for demonstrating safe working practice	Fall 2018	Goal Not Met 40% of students achieved the goal	
Distinguish between the different designs and operating principles of internal combustion, reciprocating engines and associated equipment used in marine propulsion and auxiliary systems	AMS110 and AMS112 70% of students will achieve a grade of C+ or higher	Fall 2017 All enrollees	Goal Not Met	

Programme Learning Outcomes	Means of Assessment and Criteria for Success	Assessment Schedule	Summary of Assessment Results	How Assessment Results Were Used
Distinguish between the use of various nautical instruments, charts and publications for coastal navigation purposes.	Chart Reading: AMS175 At least 70% of students to achieve "B" or higher	Spring 2018	Goal Not Met 25% of the students achieved the goal	
Demonstrate knowledge of shipboard personal safety and social responsibilities, elementary first aid, fire prevention and firefighting, and personal survival techniques in accordance with the STCW and MNTB guidelines.	STCW Exam: AMS131 At least 70% of students to achieve grade of B- or higher.	Fall 2016	Goal Met 100% of the students achieved the goal	

Culinary Arts

Programme: Culinary Arts

Programme Learning Outcomes	Means of Assessment and Criteria for Success	Assessment Schedule	Summary of Assessment Results	How Assessment Results Were Used
Demonstrate proficiency in basic terminology and techniques for Culinary arts and baking and Pastry arts to include food preparation, presentation, and service.	Culinary Proficiency knife skills: CUL 121 First time assessing this criterion.	Spring 2019	Goal Met 100% of the students met the goal.	No recommendations were needed as things went well. A baseline to be set at: at least 80% of the class will meet the criteria.