

BISMARCK STATE COLLEGE
LEARNING OUTCOMES ASSESSMENT

SUMMARY REPORT FOR 2006-2007

ACADEMIC ASSESSMENT COMMITTEE
JANE SCHULZ, COORDINATOR

August 2008

Assessment at Bismarck State College includes a range of measures and processes to evaluate the occurrence and degree of student learning. Assessment activities focus on incoming student

assessment, class and course assessment, instructional program assessment, general education program assessment, and institutional assessment.

In 2006-2007 there was continuing discussion among assessment committee members about the need for some restructuring of assessment processes and activities, particularly for general education. These discussions built on what was learned at the Higher Learning Commission assessment academy of the previous year. The committee made considerable progress in establishing a new approach for assessment that is streamlined, yet will result in valid and valuable assessment data. An overview of assessment activities and highlights of the year follow.

Academic Assessment Committee

The Academic Assessment Committee consists of several permanent members and a rotating group of faculty group leaders. Each group leader works with a general education faculty group or with a faculty group from instructional programs. Meetings of the committee were held monthly.

Members of the committee for 2006-2007 were:

Permanent members:

- Provost and Vice President for Academic and Student Affairs – Dr. Wayne Boekes
- Associate Vice President for Academic Affairs – Dr. Drake Carter
- Assessment Coordinator – Dr. Jane Schulz
- Institutional Research Analyst – Michael Kubisiak
- Testing and Assessment Coordinator – Bonnie Weisz
- Recording Secretary – Jackie Hagel

Faculty members:

- Arts & Humanities – Ryan Pitcher
- Communications – Dr. Amy Juhala
- Science and Technology – Dr. Ron Jyring, Brent Reems
- Mathematics – Jeff Skibicki, Kathy Swetich
- Social Sciences – Wendy Pank
- CIP 1, 11, 13 & 52 – Amy Helgeson
- CIP 43, 44 & 51 – Trudy Riehl, Lisa Hoynes
- CIP 15 & 50 – Holly Burch, Rick Wilke (ETO), David Sagsveen
- CIP 46, 47 & 48 – Lee Friese
- Developmental Courses – Kitty Netzer

Instructional Program Assessment

The occupational instructional programs have developed a process and procedures that help them assess student learning. In addition, many programs have specialized accreditation and certifications that document evidence of learning. The programs use the Classification of Instructional Programs classification for grouping programs. Each group is headed by a group leader who works with the faculty group in developing, conducting and reporting assessments. Each program submits a report annually that becomes a part of the overall assessment report. Full reports for the programs are on file in the Assessment Coordinator's office and are shared electronically with all BSC faculty.

Each year BSC is required to complete instructional program evaluations for the North Dakota University System. This year, evaluations were submitted for:

- Administrative Assistant (General, Legal, Medical)
- Automotive Collision Technology
- Automotive Technology
- Automotive Technology (Missouri River Correctional Center)
- Carpentry (Residential)
- Commercial Art
- Electrical Transmission Systems Technology
- Electronics/Telecommunications
- Heating, Ventilation, and Air Conditioning
- Lineworker (Electrical)
- Management
- Mass Communication
- Power Plant Technology
- Process Plant Technology
- Welding.

A full copy of the NDUS report is on file in the Office of the Provost and Vice President of Academic Affairs.

Changes in General Education

The Assessment Committee and the General Education Committee worked closely together to revise the general education philosophy and objectives, and to develop a general education assessment plan. At the August inservice days, small groups of faculty members, led by assessment committee members, answered the following questions:

- What basic competencies or skills should students have upon completing general education requirements at BSC?
- What should students who complete their general education program know, be able to do, or believe?
- What are the abilities, skills, knowledge, and attitudes that employers want students to acquire?

The committee then compiled the answers and identified the categories which best fit the majority of the answers. The categories were: computer skills, diversity (broadly defined), communication, critical thinking/problem solving, and math skills. These categories were used in the development of a general education philosophy and objectives. The revised Philosophy of General Education is below:

Bismarck State College is dedicated to providing innovative educational programs that develop individual abilities, strengthen human relationships, enhance community life, and heighten global consciousness. The General Education requirements at Bismarck State College promote the development of an informed and educated person who recognizes and respects the diversity of communities; understands the value of active, critical thinking; and is competent and proficient at fundamental skills which encourage a positive attitude toward lifelong learning and equip students to participate in a complex, interdependent world.

General Education Program Assessment

Using the general education philosophy statement and the answers to the questions posed to the faculty at the August inservice, members of the assessment and general education committees began the work of developing objectives for general education. In addition, assessment plans from colleges around the country were reviewed, and discussions were held about the best way to translate what we learned from the faculty into an assessment plan that would be workable and effective. Most of the academic year was spent in developing general education objectives and a plan for assessment, including a timeline and a curriculum map.

After much discussion and adjustment, the ACTive Learning assessment plan was developed to be implemented on a three year cycle. The first year of the plan will focus on Awareness, the second year will focus on Communication, and the third year will focus on Thought. These three areas cover the priorities identified from faculty, will engage all faculty teaching general education, and will provide trend data. The new plan has the advantage of being streamlined and less demanding on faculty while still providing assessment data about each general education class over the three year period. The general objectives for ACT are listed below:

Awareness

The ability to successfully function in a diverse society requires knowledge and awareness. As we assess awareness, we will look for:

- Recognition of the diversity of people.
- Examination of one's attitudes, values, and assumptions.
- Recognition of the impact of past events on contemporary society.
- Knowledge of the rights and responsibilities of citizens in society.

Communication

The ability to communicate one's thoughts to others is essential in interpersonal relationships, working environments, and civic duties. As we assess communication, we will look for:

- Organization, clarity of thought, and presentation ability of oral and written communication.
- Organization and transfer or presentation of ideas by electronic means.
- Communication of ideas and emotions through creative expression.

Thought

The ability to think in a manner that is imaginative, methodic, or even provocative can be the cornerstone of success for a student. As we assess thought, we will look for:

- Recognition of the impacts of technology on society and for the responsible and ethical use of technology.
- Identification of a problem and an approach to the solution that is realistic and/or creative.
- Recognition and analysis of arguments that support divergent theories and perspectives.
- Interpretation of results and the reasonable drawing of conclusions.

General Education courses were mapped according to the three categories of assessment and faculty were identified to assess each course. In May, the assessment committee unveiled the new plan with a skit in the style of a Greek chorus. Anita Wilson presented information about the revisions in general education and the assessment committee members presented the assessment plan, forms, curriculum map, and the process for the next year.

General education and assessment documents are attached to this report. The report is sent to faculty electronically and is available in the office of the Assessment Coordinator.

In addition to the development of a new general education assessment plan, a sophomore survey was administered to sophomore students in spring of 2007. The purpose of the survey is to get student perceptions of what they have learned through their general education program. Results of the survey are located in a separate section of this report.

Professional Development

A webcast on online assessment was presented in November as a professional development opportunity for faculty.

Wendy Pank, Jane Schulz, and Kitty Netzer presented an assessment workshop for new faculty in March.

Jane Schulz and Amy Juhala attended the Higher Learning Commission Annual Conference in Chicago in April.

Other

The Community College Survey of Student Engagement was administered to students in spring of 2007. This survey gauges the degree of student engagement in community colleges. Engagement is considered a key indicator of success in college and the quality of institutions.

Assessment committee members discussed the need and possibility of requiring students to take Introduction to Computers as a way to meet the general education objective for proficiency in electronic communication. No decision was made, but discussions will continue in the future.

Also, the assessment committee began to discuss how to improve assessment reporting. The reporting process is onerous for committee members and it was felt that a better process needs to be developed. We began to review web-based software assessment options in the hope that electronic reporting would be beneficial for faculty and committee members. Further investigation will take place.

Incoming Assessment

Incoming assessment activities are directed toward placing students appropriately in their college classes. A pre-enrollment assessment is required of all first-time and non-continuously enrolled degree-seeking students. Advisors use assessment scores to assist students in registering for courses in which they will most likely succeed.

The following information was provided by the coordinator for incoming assessment:

Progress of BSC Placement Scores and Exams (Changes Made to Incoming Placement for Fall 2006 through Spring 2007)

Fall 2006

- The *Course Placement Guide* handbook was updated and revised from 2004. Newly designed versions were printed and then sent to high school counselors and others working with potential students. This handbook lists current placement score information for English, math, reading and the technical programs.
- ACCUPLACER exam was established to be used in testing Distance Education Students who were having a difficult time finding COMPASS testing sites near them.
- Worked with the math and English departments, sharing score charts, examples of other schools' placement charts, and Interpretation of Scores for ACCUPLACER. Each department then determined what they felt were corresponding ACCUPLACER scores to the COMPASS scores we are currently using.
- After finalized ACCUPLACER scores were determined, new math, English, and reading placement charts were created which contained comparisons between COMPASS, ACT, and ACCUPLACER.
- ACCUPLACER exams and placement score messages were created using criteria based on these new placement scores and the testing needs of our college.
- "Flexible Amendment" was established by the English Department, allowing students whose scores placed them in ASC 089 (Web Based Lab) to, in certain circumstances, enroll in both the online lab and the online 110 English.

- Cut scores were established for the new Industrial Maintenance Program. It was determined that the placement scores for that program would be an ACT 15 or COMPASS Pre Alg. 31 in math. This cut score would need to be met prior to being accepted into the program.

Spring 2007

- ACCUPLACER Test ID, description, and test components were created in People Soft Test Results to allow for entrance of ACCUPLACER placement test score results.
- Worked with ACCUPLACER Company to receive adapted testing materials for potential students with disabilities, who are unable to use our current computerized COMPASS Placement Exam. These paper/pencil exams are scored on site by testing personnel.
- A new cut score chart was created specifically for Limited Enrollment Programs. This chart includes ACCUPLACER, ACT and COMPASS cut score requirements for each Limited Enrollment Program.
- Nursing Program began requiring that potential nursing students take an entrance PN Nursing Exam. Students are required to pass the exam with a 62.2% before being admitted into the ADN Nursing Program.

Students Tested by Term				
2006-2007				
	Fall	Spring	Summer	Total
COMPASS	376	118		494
ACCUPLACER	0	2	10	12
COMPASS Post-Testing	116	35	5	156
Makeup	77	52	10	139
Proctoring (Other Institutions)	52	68	18	138
Proctoring (BSC Students)	0	6	0	6
CLEP	6	15	26	47
A/P Placement Exam	2	0	1	3
Spanish Placement Test	8	15	23	46
PN Nursing Exam	0	0	7	7
Total	<i>637</i>	<i>311</i>	<i>100</i>	1048

* COMPASS totals are for the semester the student will be entering in (Ex. Test in Spring, but will start in Fall)

Developmental Education

2006-2007 Developmental Reading and Writing Placement:

Bismarck State College has seen an increasing number of students whose success in beginning composition courses is compromised because they lack basic reading and writing skills. In response to this concern, a developmental program addressing writing and reading skills were established within the English Discipline in Fall 1997. The English Discipline has been involved in determining appropriate assessment processes and placement of students. When students enter Bismarck State College, ACT and COMPASS English scores are used to determine placement in classes within the English Discipline.

Reading (082) – Overview

The following ACT/COMPASS reading scores are used to place entering freshmen in reading classes. At this time, the reading course is not required but is strongly recommended for students whose placement scores indicate they would benefit from this class.

ACT Reading Score	Placement Domain	COMPASS Score
0-14	ASC 082—Effective Reading	0-67
15-20	Independent work in the Sykes Student Success Center	68-84
21-36	Successfully completed test. Any college level course may be taken	85-100

Students are evaluated at the end of the semester using the COMPASS reading test.

Effective Reading (082) – Results

Our goal with Effective Reading (082) is to improve students' reading skills to the point where they can successfully complete college level work. Because we lack the personnel to offer enough classes to cover need, 082 is not a required course, even for those demonstrating grave need, but it is recommended. Below are the results from academic year 06-07, along with the results from the previous two academic years for comparison.

082	F 03	Sp 04	F 04	Sp 05	F 05	Sp 06	F 06	Sp 07
3 rd Week Enrollment	43	10	38	15	44	8	32	5
End Enrollment	40	8	36	15	41	6	29	5
Post-Test completers	36	6	28	12	32	4	26	4
# of students who scored 68+ on post-test	22	5	21	7	21	3	19	4
# of students who scored lower on post-test	14	2	5	2	3	1	5	0
Average change on COMPASS	4.00	11.50	7.63	9.33	13.28	5.00	11.50	14.0
Average change on COMPASS (excluding reversals)	11.18	14.75	13.14	15.4	14.93	10.33	16.65	14.0

Of those who took the post-test, the majority raised their scores to or beyond 68, a score that indicates a minimal readiness for college level work, results that have been consistent for the past three academic years. The results for each of the past three academic years are given below.

082	F 03	Sp 04	F 04	Sp 05	F 05	Sp 06	F 06	Sp 07
% of post-test completers who reached 68+	61%	83%	75%	58%	66%	75%	73%	100%
% of post-test completers who scored lower than pre-test	38%	33%	18%	16%	9%	25%	19%	100%

Since 082 is not required and since we have no classes with 082 as a pre-requisite, it is hard to judge its effectiveness except through pre- and post-test performance and commonsense.

College Writing Prep (087) – Overview

The following ACT/COMPASS English scores are used to place entering freshmen in composition classes.

ACT English Score	Placement Domain	COMPASS Score
0-14	ASC 087—College Writing Prep	0-42
15-18	English 110/105 + 088—Composition Lab (Classroom)	43-74
19-21	English 110/105 + 088—Composition Lab (Web based)	75-85
22-36	English 110/105	86-100

Students whose ACT/COMPASS English scores require ASC 087 College Writing Prep are evaluated at the end of each semester using a post-course COMPASS test in writing.

Based on their writing skills in the class and the exit exam, students progress to Composition 110. The exit COMPASS score indicates whether students will be required to take a supportive grammar lab and through which medium the lab will be received (classroom or web-based) or if their exit score falls between 86-100, supportive grammar instruction is no longer required.

College Writing Prep (087) – Results

Our goal for 087 is that completing 087 will raise students' skills to the level where they are prepared to succeed in English 110 (attain a score of at least 43 on the post-course COMPASS test in writing). The table below presents the results of academic year 06-07, along with the results from the previous two academic years for comparison. Note that we did not offer 087 in the summer of '06 because of low demand.

087	F03	Sp04	Su04	F04	Sp05	Su05	F05	Sp06	F06	Sp07
3 rd Week Enrollment	149	42	8	114	36	6	119	33	99	40
End Enrollment	129	33	5	105	31	6	114	31	98	37
Post-Test completers	111	22	5	93	22	4	84	22	83	27
# who scored 43+ on post-test	90	18	4	70	15	2	58	20	69	22
# who scored lower on post-test	6	2	0	15	2	1	10	1	5	4
Average change	35.47	28.95	32.25	34.13	30.73	16	29.85	33.64	41	35.4
Average change (excluding reversals)	36.65	31.30	32.25	42.99	34.05	22.67	35.03	35.52	44	46

Of those who took the post-test, the majority raised their scores to or beyond 43, which is the minimum score we have set to qualify for English 110. The results for each of the past three academic years are given below.

087	F03	Sp04	Su04	F04	Sp05	Su05	F05	Sp06	F06	Sp07
% of post-test	81%	82%	80%	75%	68%	50%	69%	91%	83%	81%

completers who reached 43+										
% of post-test completers who scored lower on post-test	5%	9%	0%	16%	9%	25%	12%	5%	6%	15%

As a snapshot of the effectiveness of College Writing Prep, we can compare the English 110 success rate (D or above) in Spring 2007 of the students who were required to take 087 with the 110 success rate in Spring 2007 of the students who were not required to take 087 (based on placement scores, the non-087 110 students should have been better prepared for success in English 110). Below are the results of the spring semester for the last three academic years.

110 Success	Spring 04	Spring 05	Spring 06*	Spring 07*
087 students	80%	66%	77%	90%
Non-087 students	79%	61%	74%	69%

(*in 05-06 our measure was success was changed to D or above. Previously it had been C or above)

College Writing Prep 087 students overall had slightly better success in English 110 than their classmates who were placed directly into English 110, indicating that College Writing Prep effectively prepares students for success in English 110. Furthermore, the results over the last three spring semesters show consistently better results from the 087 students than the non-087 students. College Writing Prep provides a positive initial experience in a writing course for students who enter BSC without the skills necessary to successfully complete English 110. More than that, post-test results (COMPASS) combined with English 110 success rates suggest College Writing Prep effectively elevates the writing skills of initially under-prepared students.

Composition Lab (ASC 088 & 89) – Overview

As indicated in the table above, students may also be placed directly into English 110 but be required to take an accompanying grammar and usage lab either in a classroom or through a web-based program, depending on their scores (see the table above). Students must pass an end-of-course diagnostic test in order to pass the course. Students who are required to take the lab must successfully complete the lab in order to pass English 110.

Because the Composition Lab is a companion to Composition 110, the English Discipline has not systematically tracked student performance in the Composition Lab with pre-and post-testing, but this is part of the plan for future lab assessment.

Sophomore Survey Results

BSC General Education Sophomore Survey 2007

The following questions were asked of sophomores to provide feedback on their General Education courses and experiences at BSC. These responses are used to help improve the curriculum and gauge how well objectives are being met.

At the end of this semester I will have earned at least 50 college credits.

Response Total

Yes 120

No 33

Total Respondents 153

(skipped this question) 1

I have earned at least 25 credits at Bismarck State College?

Response Total

Yes 141

No 11

Total Respondents 152

(skipped this question) 2

My classes and related experiences at Bismarck State College:

Improved my writing skills

Response Total

Yes 116

No 8

Does not apply to the courses I took at BSC 12

Total Respondents 136

(skipped this question) 18

Improved my oral communication skills

Response Total

Yes 112

No 8

Does not apply to the courses I took at BSC 16

Total Respondents 136

(skipped this question) 18

Improved my reading skills

Response Total

Yes 79

No 32

Does not apply to the courses I took at BSC 25

Total Respondents 136

(skipped this question) 18

Improved my understanding of the arts and/or humanities

Response Total

Yes 101

No 13

Does not apply to the courses I took at BSC 22
Total Respondents 136
(skipped this question) 18

Improved my understanding of the social and behavioral sciences

Response Total

Yes 107

No 5

Does not apply to the courses I took at BSC 23

Total Respondents 135

(skipped this question) 19

My classes and related experiences at Bismarck State College:

Improved my ability to identify problems and implement actions

Response Total

Yes 116

No 12

Does not apply to the courses I took at BSC 7

Total Respondents 135

(skipped this question) 19

Improved my abilities in mathematics

Response Total

Yes 97

No 19

Does not apply to the courses I took at BSC 18

Total Respondents 134

(skipped this question) 20

Improved my ability to make well thought-out decisions and choices

Response Total

Yes 120

No 8

Does not apply to the courses I took at BSC 8

Total Respondents 136

(skipped this question) 18

Improved my ability to collect and analyze information

Response Total

Yes 120

No 8

Does not apply to the courses I took at BSC 7

Total Respondents 135

(skipped this question) 19

Improved my understanding of the principles of laboratory science

Response Total

Yes 75

No 13

Does not apply to the courses I took at BSC 48

Total Respondents 136

(skipped this question) 18

Improved my understanding of the scientific method**Response Total**

Yes 75

No 17

Does not apply to the courses I took at BSC 44

Total Respondents 136

(skipped this question) 18

Improved my ability to use computers and other technologies**Response Total**

Yes 95

No 16

Does not apply to the courses I took at BSC 25

Total Respondents 136

(skipped this question) 18

My classes and related experiences at Bismarck State College:**Improved my understanding of the role that values and ethics play in making personal, social, and professional decisions****Response Total**

Yes 103

No 13

Does not apply to the courses I took at BSC 19

Total Respondents 135

(skipped this question) 19

Increased my awareness of diverse cultures, people, and ideas**Response Total**

Yes 92

No 21

Does not apply to the courses I took at BSC 23

Total Respondents 136

(skipped this question) 18

Increased my understanding of the issues and concerns facing my community, country, and world**Response Total**

Yes 99

No 17

Does not apply to the courses I took at BSC 20

Total Respondents 136

(skipped this question) 18

Increased my ability to work cooperatively with others

Response Total

Yes 121

No 9

Does not apply to the courses I took at BSC 7

Total Respondents 137

(skipped this question) 17

Made me want to continue to learn throughout my life

Response Total

Yes 128

No 6

Does not apply to the courses I took at BSC 2

Total Respondents 136

(skipped this question) 18

Goals of the Assessment Committee for 2007-2008

- Continue the development of the ACTive Learning assessment plan
- Investigate the possibility of using web-based software for assessment report and submit an initiative for purchase
- Market the ACT plan
- Review assessment procedures for instructional programs
- Provide opportunities for committee members to learn more about assessment
- Continue to inform faculty about assessment.

Bismarck State College

Faculty Group Assessment Report

2006-2007

Arts & Humanities Faculty Group

**Ryan Pitcher
Faculty Group Leader**

January 5, 2008

2006-2007 Assessment Year Rotation: This particular year was the last year of our old assessment plan. Our faculty group was assigned the Broad-Based Assessment measure.

2006-2007 Assessment Year Plans : The last time our faculty group was assigned to do Broad-Based Assessment in 2003-2004, our group had a difficult time in pinpointing an assignment that would correspond to the many different fields of study found in our assessment group. As a result of this difficulty, it was decided that all Arts and Humanities faculty would have the flexibility to choose any activity that suited their classes. The rubric used to grade that activity, however, was to be generalized so that it would be applicable to all faculty within our group.

Faculty Reaction to Plans: The faculty within our group responded well to the flexibility that was afforded them in the assessment process. Members that previously had been antagonistic to assessment measures and the requirements “imposed” on them by the assessment committee, were now much more inclined to not only do the assessment, but also to view the process as beneficial to improving their teaching.

Faculty Broad-Based Rubrics: Common rubrics were chosen for both knowledge and expression. They are as follows:

Knowledge Rubric

Rating	Primary Traits
4 Outstanding	<ul style="list-style-type: none">- Select an appropriate topic- Demonstrate knowledge- Apply knowledge to personal experience
3 Above Average	<ul style="list-style-type: none">- Student can do 2 of the 3 activities listed above
2 Average	<ul style="list-style-type: none">- Student can do 1 of the 3 activities listed above

1 Below Average	- Student can do none of the 3 activities listed above
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Expression Rubric

Rating	Primary Traits
4 Outstanding	<ul style="list-style-type: none"> - Course-selected activity follows acceptable means of expression - Course-selected activity demonstrates ability to communicate effectively - Student can support their views with related course materials
3 Above Average	- Student can do 2 of the 3 activities listed above
2 Average	- Student can do 1 of the 3 activities listed above
1 Below Average	- Student can do none of the 3 activities listed above

It should be noted that in spite of repeated instructions to faculty to not modify the rubric, thus doing away with the Broad-Based assessment, some felt compelled to do so. As a result, I have not included their assessment with this report

Individual Faculty Members' Assessments: The following pages document individual faculty members' assessment results that were submitted electronically.

ARTS & HUMANITIES

2007 Broad-Based ASSESSMENT

Knowledge Rubric

Course (name & number): Introduction to Poetry **Instructor:** Gard **Date:** 5/10/07
ENGL 222

Learning Goal: I want students to be able to competently perform research and apply what they learn about an established writer to their own creative work.

Learning activity/assignment (be specific): Students researched the life and work of a well-known poet and were required to fill out a detailed worksheet, compile a bibliography, and create a class handout. They were also asked to become familiar with the poet's work and reflect (verbally and in writing) on how this writer's approach to poetry could influence and inform their own process and literary craft.

Measurement tool: ten-minute presentation and written materials (worksheet, bibliography & handout)

Results of Primary Traits Assessment

On the chart below, indicate the total number of students in the test group who achieved each rating.

Rating	# of Students	Percent
4	2	40%
3	2	40%
2	1	20%
1	0	0%
Total	5	100%

Percent of test group scoring 2 or above: 100%

Analysis and implications for teaching: All five of these students performed this task with a base level of competency, but it was particularly exciting to witness the growth through the completion of this assignment of the two students who rated 4's. Not only did they perform competent research on their chosen poets, but they made clear and dynamic connections between these poets' work and their own writing. I sense that these students were able to take on their

“famous” poets as mentors of a sort, in the venerable literary tradition of influence and inspiration. Other students did the work and did fine, but did not find this kind of connection with their poets. Perhaps it’s something that can’t be forced. However, I would like to encourage this kind of bonding and insight for more of my students in future semesters. Perhaps I will break down the process and we’ll spend time in class doing freewrites and having discussions about their poets and the relevance of that individual’s writing process to their own, along with looking at a particular poem by each writer prior to the presentation date.

Instructor’s Name: Julie Gard

Date: May 10, 2007

ARTS & HUMANITIES

2007 Broad-Based ASSESSMENT Expression Rubric

Course (name & number): Introduction to Poetry Instructor: Gard Date: 5/10/07
ENGL 222

Learning Goal: I want students to be able to create, revise and reflect on their own original poetry.

Learning activity/assignment (be specific): For the final course project, students compile portfolios that contain their three strongest poems from the second half of the semester, with accompanying drafts (at least three each) and revision narratives that describe the writing process for each poem. This portfolio also includes final drafts of the three poems from the midterm portfolio, along with a detailed self-assessment in which the student reflects on his/her poetry, progress during the semester and writing goals.

Measurement tool: final poetry portfolio

Results of Primary Traits Assessment

On the chart below, indicate the total number of students in the test group who achieved each rating.

Rating	# of Students	Percent
4	2	40%
3	3	60%
2	0	0%
1	0	0%
Total	5	100%

Percent of test group scoring 2 or above: 100%

Analysis and implications for teaching: Each one of these final portfolios demonstrated a serious engagement with the writing process. A few of the students mentioned in their self-assessments that they had become converts to the revision process, which was particularly encouraging to hear. All of these students are still very much developing as writers and the quality of their work is not always consistent. I don't know that there is a "quick fix" for this, but I will certainly continue to try to help my students on this path by challenging them to learn from other poets and try new approaches to writing poetry.

Instructor's Name: Julie Gard

Date: May 10, 2007

ARTS & HUMANITIES

2007 Broad-Based ASSESSMENT

Expression Rubric

Course (name & number): English 252 **Instructor:** Kajencki **Date:** 11 May 2007

Learning Goal: I want the students to...respond insightfully to pieces of British literature we studied throughout the semester and to be able to articulate what meaning(s) the particular piece possesses both personally, for the student, and universally, for all readers.

Learning activity/assignment (be specific): Students were asked to write responses for each work the class studied throughout the past sixteen weeks. These responses differed from students' required notebook responses they kept all semester. Students were asked to explain what comment each work makes on the human condition. After assigning the written part of the assessment assignment, students met in class and shared their responses aloud in an oral presentation. Knowledge of the literary periods covered during the semester would have to appear in students written and oral responses. Works ranged from brief poems by William Blake to a lengthy essay by Mary Wollstonecraft, from long poems of William Wordsworth to journal entries of his sister, Dorothy, from erudite poems of John Keats to dramatic monologues of Robert Browning, from the cynical poetry of Thomas Hardy to the brilliant modern novel written in the style of a Victorian novel, John Fowles' *The French Lieutenant's Woman*.

Measurement tool (be specific): A formal essay and an oral presentation.

Results of Primary Traits Assessment

On the chart below, indicate the total number of students in the test group who achieved each rating.

Rating	Student Scores
4	2

3	1
2	1
1	0

Percent of test group scoring 2 or above: 100

Analysis and implications for teaching: It is always interesting to see if the students' perspectives on the world change during the course of the semester. Students' understanding of their place in the world, especially exhibiting a clear connection with past pieces of literature and periods of history to their own present lives, is especially rewarding for an instructor and an indication that the semester has been productive. The oral presentations were better than some of the written essays, so perhaps next year more emphasis on writing could be included.

Instructor's Name: Kajencki __ Date: 11 May 2007

ARTS & HUMANITIES

2007 Broad-Based ASSESSMENT

Knowledge Rubric

Course (name & number): English 252

Instructor: Kajencki

Date: 10 May 2007

Measurement tool: formal essay and oral presentation

Results of Primary Traits Assessment

On the chart below, indicate the total number of students in the test group who achieved each rating.

Rating	Student Scores
4	2
3	1
2	1
1	

Percent of test group scoring 2 or above: 100

Analysis and implications for teaching: It is always interesting to see if the students' perspectives on the world change during the course of the semester. Students' understanding of their place in the world, especially exhibiting a clear connection with past pieces of literature and periods of history to their own present lives, is especially rewarding for an instructor and an indication that the semester has been productive. The oral presentations were better than some of the written essays, so perhaps next year more emphasis on writing could be included.

Instructor's Name: Kajencki _____ Date: 10 May 2007

ARTS & HUMANITIES
2007 Broad-Based ASSESSMENT
Knowledge Rubric

Course (name & number): Introduction to Dram ENGL 221 **Instructor:** Dan Rogers
Date: 5/10/07

Learning Goal: I want the students to be able to give a classic definition of "Tragedy", identify a piece of literature that would fit that definition and identify the criteria in relation to "tragedies" in their own experience.

Learning activity/assignment (be specific): Read Aristotle's "Poetics", write a paraphrase of 50 lines of your choosing, and write another paragraph relating Aristotle's thoughts to an experience of tragedy in your own life. Papers are shared with the class.

Measurement tool (be specific): Class discussion and instructor grading of paper.

Course (name & number): ENGL 221 Introduction to Drama
Instructor: Dan Rogers **Date:** 5/10
Measurement tool:

Results of Primary Traits Assessment

On the chart below, indicate the total number of students in the test group who achieved each rating.

Rating	Student Scores
4	6
3	
2	
1	2

Percent of test group scoring 2 or above: ____75%____

Analysis and implications for teaching: This exercise works very well with those students who have the reading skill to pick apart Aristotle. I did it this time as a pre-discussion exercise. I might try doing an over-view of Aristotle's basic concepts before turning them loose on the text.

Instructor's Name: Dan Rogers Date: 5/10/07

ARTS & HUMANITIES
2007 Broad-Based ASSESSMENT
Knowledge Rubric

Course: Art 251 – Ceramics II **Instructor:** Brian P. Hushagen **Date:** 5/10/07

Learning Goal: I want the students to be able to create a work of art that reflects attributes seen in another culture.

Learning Activity / Assignment: I want the students to create a ceramic work of art based on a specific cultural influence and to record the manner in which they found the information that allowed them to create this new work adapted from another place and time.

Measurement Tool: Research will be documented in their journal and a finished sculpture or vessel will be made and evaluated for its apparent cultural connections.

Course: Art 251 – Ceramics II

Instructor: Brian P. Hushagen

Date: 5/10/07

Measurement Tool: A ceramic project and accompanying journal entries that document the process of creating cultural connections in works of art.

Results of Primary Traits Assessment

On the chart below, indicate the total number of students in the test group who achieved each rating.

Rating Student Scores

4	0
3	3
2	2
1	0

Percent of test group scoring 2 or above: 100 %

Analysis and implications for teaching:

Similar to my comments on the Expression portion of the assessment report, I feel that a smaller class size where a conversational, learning atmosphere of shared experience and knowledge is optimal for acquiring knowledge in a field like studio art. A sense of community can develop in classes of reduced scale, and this engenders a type of camaraderie and concern for one another. Ultimately, everyone has the opportunity and responsibility to teach and be available to help their classmates learn. By teaching, they become more knowledgeable of the subject, as well. An instructor needs to find the balance of providing instruction, giving direction and allowing freedom for the students to learn on their own. I believe that a student who is responsible for their learning, will learn more.

Instructor's Name: Brian Hushagen

Date: 5/10/07

ARTS & HUMANITIES
2007 Broad-Based ASSESSMENT
Expression Rubric

Course: Art 251 – Ceramics II **Instructor:** Brian P. Hushagen **Date:** 5/10/07

Learning Goal: I want the students to be able to communicate in a brief speech how other cultures influenced their artwork.

Learning Activity / Assignment: I want the students to choose one of the ceramic projects they have created based on a specific cultural influence and develop a speech that addresses the process in which they selected an artwork from another culture, and then how they adapted that design to create a ceramic project of their own.

Measurement Tool: A student led critique with artist's apology, and a question and answer period concerning the process in which they produced this cultural connection.

Course: Art 251 – Ceramics II

Instructor: Brian P. Hushagen

Date: 5/10/07

Measurement Tool: A ceramic project and accompanying speech explaining the process of creating cultural connections in works of art.

Results of Primary Traits Assessment

On the chart below, indicate the total number of students in the test group who achieved each rating.

Rating Student Scores

4	1
3	3
2	1
1	0

Percent of test group scoring 2 or above: 100 %

Analysis and implications for teaching:

This sample of students is relatively small and comes out of a class of ten. Even for a studio class this is intimate, but it would seem that the high student scores noted above might serve as evidence that big is not better. All of the focus on increasing the student body size tends to forget that one-on-one teaching is optimal and that students in small groups probably learn more than those in larger classes. Maybe we should really focus on optimal size for learning environments, not continually push the envelope of ever increasing enrollment (unless of course we provide enough faculty and staff to facilitate optimal class size for the given subject matter).

Instructor's Name: Brian Hushagen

Date: 5/10/07

ARTS & HUMANITIES
2007 Broad-Based ASSESSMENT
Knowledge Rubric

Course: Art 130 – Drawing I

Instructor: Michelle Lindblom

Date: 5/23/07

Learning Goal: The students will create a work of art that reflects attributes seen in another artist's work.

Learning Activity / Assignment: The students will create a drawing based on what they learned by studying a specific artist's work using the skill and drawing materials used in class throughout the semester and well as their acquired style.

Measurement Tool: The finished drawing which is part two of the three part "Master Artist" assignment.

Course: Art 130 – Drawing 1

Instructor: Michelle Lindblom

Date: 5/23/07

Measurement Tool: The finished drawing which is part two of the three part “Master Artist” assignment.

Results of Primary Traits Assessment

On the chart below, indicate the total number of students in the test group who achieved each rating.

Rating Student Scores

4	9
3	5
2	0
1	0

Percent of test group scoring 2 or above: 100%

Analysis and implications for teaching:

This has been an excellent assignment throughout the years that I have used it. The students learn a great deal from studying the work of others and this in turn expands their cultural experience in the arts. They make a connection to the artist and realize abilities they did not know existed or that they were capable of.

Instructor’s Name: Michelle Lindblom Date: 5/23/07

ARTS & HUMANITIES
2007 Broad-Based ASSESSMENT
Expression Rubric

Course: Art 130 – Drawing I

Instructor: Michelle Lindblom

Date: 5/23/07

Learning Goal: I want the students to be able to communicate in a three page paper how another artist/artists influenced their artwork.

Learning Activity / Assignment: I want the students to choose a “master artist” and complete a three part project. The first part is to reproduce one of the chosen artist’s works in black and white. The second part of the project is for the student to come up with their own subject matter and re-create a drawing using both their own style and that of the artist they have been studying. The third part is for the student to write a three page interpretive paper describing what they have learned from their “master artist” and how it has influenced their work.

Measurement Tool: A student written paper describing what was learned by studying another artists work and its ultimate influence on the student’s work.

ARTS & HUMANITIES

2007 Broad-based ASSESSMENT Expression Rubric

Course: Art 130 – Drawing I

Instructor: Michelle Lindblom

Date: 5/23/06

Measurement Tool: A student written paper describing what was learned by studying another artist’s work and its ultimate influence on the student’s work.

Results of Primary Traits Assessment

On the chart below, indicate the total number of students in the test group who achieved each rating.

Rating Student Scores

4	10
3	2
2	
1	2

Percent of test group scoring 2 or above: 86%

Analysis and implications for teaching: Those students who completed this assignment did very well. The two rated at 1 did not complete the assignment because of lack of time. I was surprised at the quality of the writing this time around. Students seemed to follow my directions and were successful in giving me what I had asked for.

Instructor's Name: Michelle Lindblom Date: 5/23/07

ARTS & HUMANITIES 2007 Broad-Based ASSESSMENT Expression Rubric

Course: Music Theory 224
May 10, 2007

Instructor: Dr. Tom Porter

Learning Goal: Students will present their Romantic composer papers in class and in a Music Appreciation Class. The presentation will include a PowerPoint presentation, a speech, and a musical performance.

Course: Music Theory 224

Instructor: Dr. Tom Porter

May 10, 2007

Measurement tool: Assessment of Romantic Composer Project

Results of Primary Traits Assessment

On the chart below, indicate the total
Number of students in the test group
Who achieved each rating

Rating	Student Scores
4	1
3	3
2	2
1	0

Percent of test group scoring 2 or above: 100%

Analysis and implication for teaching: This project is an excellent means for students to express their knowledge of Romantic music and to do a more detailed study of an individual composer. The project also challenges them beyond the typical realm of Music Theory, as they must incorporate music history, technology, and performance elements into their presentation.

Instructor's Name: Dr. Thomas J. Porter

Date: May 10, 2007

ARTS & HUMANITIES 2007 Broad-Based ASSESSMENT Knowledge Rubric

Course: Music Theory 224
May 10, 2007

Instructor: Dr. Tom Porter

Learning Goal: Students will prepare a paper on a Romantic composer that will include biographical data, ties to musical traditions, general information on Romanticism, and specific information on a composition of the student's choosing

Course: Music Theory 224

Instructor: Dr. Tom Porter

May 10, 2007

Measurement tool: Assessment of Romantic Composer Project

Results of Primary Traits Assessment

On the chart below, indicate the total
Number of students in the test group
Who achieved each rating

Rating	Student Scores
4	0
3	4
2	2
1	0

Percent of test group scoring 2 or above: 100%

Analysis and implication for teaching: None of the students completed work according to the timeline attached to the class syllabus. This became an issue as subsequent materials were due. Next year I will demand the completion of each component of the project, and stress the importance of the process. Students did gain knowledge of specific composers and learned to draw connections between Romanticism (Music History) and elements of analysis (Music Theory). This skill should benefit them greatly as they continue their studies in transfer institutions.

Instructor's Name: Dr. Thomas J. Porter

Date: May 10, 2007

Assessment Implications for future: As previously stated, faculty found this assignment to be a better measure of their own teaching and significantly increased their desire to use assessment measures in the future. It is not surprising, that the new General Education Assessment Plan **ACT (ACT, Communicate, and Thought)** follows much of the same structure as what the Arts and Humanities faculty conducted during the 2006-2007 year.

**Learning Outcomes Assessment
Summary Report for 2006-2007
Bismarck State College
CIP Codes 1, 11, 13 & 53**

Executive Summary

The CIP Codes of 01, 11, 13 and 52 consist of the following programs at Bismarck State College (BSC):

1. Agriculture, Technology and Natural Resources - Sales and Service
2. Agriculture, Technology and Natural Resources – Farm and Ranch Management
3. Farm Management Education
4. Web Page Development and Design
5. Computer Support Specialist
6. Paraeducaton
7. Management
8. Transportation and Supply Chain Management
9. Administrative Assistant – General
10. Administrative Assistant – Legal
11. Administrative Assistant – Medical
12. Computer Information Systems – Information Processing Specialist
13. Hospitality Management
14. Basic Restaurant Management
15. Hotel Restaurant Management

During the 2006-2007 academic year, one new faculty member was added to the above programs. A listing of all full-time and adjunct faculty members in the programs is included in this report as “Appendix A”. This was the second full year of the term for the assessment group leader of CIP codes 01, 11, 13 and 52.

In this report, two of the fifteen programs will not show any results for the academic year 2006-2007, since the programs now only report on program completers listed by the Registrar’s Office. The Paraeducation program saw no completers and the Transportation and Supply Chain Management program has been suspended.

The **Agriculture, Technology and Natural Resources – Sales and Service program** sustained the enrollment increases that were enjoyed in the 2005-2006 school year. In January 2006, the department name was changed from Agribusiness to Agriculture, Technology and Natural Resources, based on suggestions from a Vision 2020 Focus Group meeting held in Fall 2006. The Sales and Service program will change to Agriculture Industry and Technology starting in fall 2007.

CIP Codes 01, 11, 13 and 52 Faculty Programs

Students in the program are assessed in the four areas of emphasis: Agribusiness Management, Crop Science, Animal Science and Agricultural Mechanics.

The **Agriculture, Technology and Natural Resources – Farm and Ranch Management program** sustained enrollment numbers from our large increase the previous year. A Vision 2020 Focus Group Meeting was held and several changes were made including a departmental name change. We also greatly increased our marketing efforts by attending FFA Convention at NDSU, holding a session at the NDACTE convention, visiting several high school classrooms, sending out an alumni newsletter, and several mailings to potential students.

Students in the program are assessed in the four areas of emphasis: Recordkeeping / Analysis, Crop Science, Animal Science and Agricultural Mechanics.

In the **Farm Management Education program** about 60% of the surveys sent out responded, the same as last year's response rate of 60% with 55% and 50% the previous three years. The survey indicates satisfaction on the part of the vast majority of all students enrolled in the Farm Management Education program at BSC. 99.7% of the responses indicated average, above average or excellent quality of education in the areas included in the survey with 6% indicating they either did not take part in that area at all or did not want to take part in that area of education. There continues to be a slightly higher percentage of students who indicate a desire to get more help in developing a marketing plan. I will continue to have marketing meetings with any students who wish to learn more about marketing. Many of the students who feel the least adequate in the marketing area do not attend the meetings to learn more. Some areas have been emphasized more during instructional visits due to the results of the survey. I also spent more time developing other methods to compare local numbers to the individual business in a self study unit which was sent out to all farms and I was available to discuss and cover individually if desired. 47% of the responses indicated superior, 34% above average, 12.4% average .3% below average and 6% not applicable.

This year's graduates totaled 4 students completing the AAS degree and 2 students completing the certificate in **Web Page Development and Design**. The 2006-2007 academic year will be the first year that this program saw more than 2 completers.

After review of the Assessment data for the 2006-2007 academic year along with advisory board recommendations, the following changes will be made to the Web Page Development and Design degree program requirements:

Summary of Program Assessment for 2006-2007

CIP Codes 01, 11, 13 and 52 Faculty Programs

- 1 Changing class number and name of CIS180 Creating Web Pages to CIS151 CIW Web Foundations to more accurately reflect certification course.
- 2 Provide more class time use for CIW AssessPrep in classes CIS151, CIS221, CIS251 and CIS254.
- 3 Add using of graphic pens and digital cameras to projects in both CIS110 and CIS210.
- 4 Add integration features of Adobe software in CIS120.
- 5 Removed Cascading Style Sheets (CSS) content from CIS230 Electronic Publishing and created a NEW course CIS152 Cascading Style Sheets based on the recommendation from advisory board that CSS content needed to be expanded on.
- 6 Add more focus on Web site design principles in CIS232.
- 7 Add more emphasis on target audience, site design, browser compatibility, and site functionality including site accessibility and site validation in CIS230 and CIS251.
- 8 Move CIS251 from 2nd semester course requirement to the 4th semester of the Web program. Students are failing in the 'Advanced Web Technologies' area of the CIW Site Designer exam and need more experience in courses CIS252, CIS253 and CSCI160 before taking the exam.
- 9 Change the course requirement of BUSN 224 E-Commerce to the NEW course of CIS254 CIW E-Commerce – this course is the last and final exam in the CIW Master Designer track. This class will be a 4th semester course requirement.

In the **Computer Support Specialist program**, of the nine current graduates, not all graduated under a recent catalog. Only four students graduated using current program requirements. The other five students used previous program requirements that did not entail taking all of the Cisco, Windows, and Linux courses that new students must take. Students continued to perform well with the additional hands-on time given in each class. Student feedback indicates an appreciation of hands-on learning to supplement lecture material. For the upcoming graduates, a curriculum change will provide more in-depth material and increased lab time.

This year's **Paraeducation** and **Transportation and Supply Chain Management programs** saw no completers, therefore, no results will be reported for these two programs.

The **Management program** conducts three different assessments to measure program success. The Pretest/Post test is conducted with students in their first semester and again in their last semester. Success rates on the test are compared to see assumptions about learning in all the major content areas. The second

CIP Codes 01, 11, 13 and 52 Faculty Programs

assessment is based on results of our intern evaluations given to employers with those that are enrolled in the cooperative education course. The results of a 2 or better in all criteria areas are acceptable measures on that evaluation. Personal comments are also noted. The third assessment is the survey given to students who graduated with in the last year. This is included in the Follow-up survey conducted by the career placement center. A rating of 1-4 with one being superior is used for rating four areas of the program. Additional comments are also requested from those graduates.

The **Administrative Assistant – General program** had 5 completers reported by the Registrar's Office during the time of September 2006 – August 2007. All of the completers achieved keyboarding skill, transcription competency, portfolio competency, written communications and verbal communications skills.

The **Administrative Assistant - Legal program** had 6 completers reported by the Registrar's Office during the time of September 2006 – August 2007. All of the completers achieved keyboarding skill, legal transcription competency, legal terminology skills, written communications and verbal communications skills.

The **Administrative Assistant – Medical program** had 6 completers reported by the Registrar's Office during the time of September 2006 – August 2007. 5 of the 6 completers achieved keyboarding skill and medical terminology skills. All of the completers achieved medical transcription competency, anatomical structures skills, written communications and verbal communications skills.

In the **Computer Information Systems – Information Processing Specialist** program, this year's graduates totaled 7 students, as well as 1 student completing the certificate program, a decrease of 1 student over the previous year.

A significant change in student count was the loss of students enrolled in what was formerly the Web option, which is now a separate degree program.

After review of the Assessment data for the 2006-2007 academic year, the following changes will be made to the Information Processing Specialist degree program requirements:

- All online students will be required to take the Microsoft Office Specialist exams as well as the on-campus students.
- BOTE 210 Business Communications will be removed from the degree requirements and replaced with BOTE 121 – Business English.
- BOTE 108 – Business Math has been prepared for online delivery, beginning Spring 2007.
- CIS 180 – Creating Web Pages – will be removed from the degree requirements.
- Adobe Software – planning course on integration of the software suite, similar to the Microsoft Office integration in CIS 202.

Summary of Program Assessment for 2006-2007

CIP Codes 01, 11, 13 and 52 Faculty Programs

- Adobe Software – will implement Adobe entry-level certifications as they become available.
- The intent of these changes is primarily reduce the difference in degree requirements between online and oncampus students in Information Processing Specialist.

The **Hospitality Management program** continues to produce students who are moving into the work force and adding valuable management manpower to our state and surrounding area. The Hospitality Dept also continued to utilize the articulation agreement with NDSU by sending 2 students onto further educational pursuits in Fargo. We also graduated 2 students who continued their education with Dickenson State here at BSC.

In 05-06 the **Restaurant program** saw an increase in student numbers as the result of a marketing campaign headed up by Margie Enerson. Sadly, without this ongoing marketing campaign our numbers were slightly down for 06-07. 95 certification tests were administered with 88 successful completions at a rate of 92%.

The **Hotel program** finished out the year with 85 certification tests administered and 75 successful completions at a rate of 88%.

Internships are a requirement in the Hospitality Management Program with the current evaluation process these results were attained: 34 employer assessments were received with 33 overall ratings at very good to excellent. One student received a below average rating.

CIP Codes 01, 11, 13 and 52 Faculty Programs

Matrix used in CIP Codes 01, 11, 13 and 52 Faculty Groups

This year, the Faculty Group members submitted the following document for the assessment process:

1. Program Assessment Matrix

Programs Assessment Matrix

All Program Assessment Matrix forms for the 2006-2007 academic year are on file in the Assessment Coordinator's office and in the group leader's office.

Summary of Program Assessment for 2006-2007

Agriculture, Technology and Natural Resources – Sales and Service

The Agriculture, Technology and Natural Resources – Sales and Service Program sustained the enrollment increases that were enjoyed in the 2005-2006 school year. In January 2006, the department name was changed from Agribusiness to Agriculture, Technology and Natural Resources, based on suggestions from a Vision 2020 Focus Group meeting held in Fall 2006. The Sales and Service program will change to Agriculture Industry and Technology starting in fall 2007.

Students in the program are assessed in the four areas of emphasis:

- Agribusiness Management
- Crop Science
- Animal Science
- Agricultural Mechanics

Employers of graduates of the program were sent surveys to determine their satisfaction level of the students they hired. Each required class was assessed as to how it met job entry standards and 100% indicated that the student had entry level qualifications in the above mentioned areas of AVERAGE or higher.

The previous years graduates were surveyed and 100% responded indicating they felt their job readiness in the above areas was AVERAGE or above. Comments on the survey indicated that they were very satisfied with the quality of their education and felt they had developed the skills necessary to succeed in their chosen occupation.

All of the freshman students enrolled in the Sales and Service program completed an internship in which they worked a minimum of 400 hours in a business related to their area of study. During the internship, each student is required to submit weekly reports on hours worked, wages, things they have learned and problem they experienced. This project begins the first part of April and runs thru the end of summer break.

All of the employers of students enrolled in this program expressed job readiness satisfaction levels of AVERAGE or above when they entered the internship. Employers are very supportive of the visits as it gives them a chance to provide input into what we teach and it keeps us as instructor current on industry trends.

Pretest – Posttest scores for the individual areas are as follows:

	Pretest	Posttest
Agribusiness	54%	77%

CIP Codes 01, 11, 13 and 52 Faculty Programs

Crop Science	55%	76%
Animal Science	39%	78%
Agriculture Mechanics	69%	79%

In addition to the department and program changes mentioned above, the Vision 2020 focus group meeting also brought to the forefront the need to much more aggressively market the department and programs. A grant was awarded from Agrowknowledge which allowed us to put together a quality marketing program. We visited several high schools and talked to potential students about BSC and agriculture careers. We are also placing more emphasis on being at the table for various agriculture events in the state.

In spring of 2007 an additional faculty member was added to the department. Increased enrollment and the need for employees in the sales and service sector of agriculture offer potential for more growth in the program.

Students are able to select courses that emphasize their area of interest, whether livestock or crop related. Online classes will be offered in the Fall of 2007.

Students remain very involved in the PAS Agribusiness Club with over 40 members in 2006-07. They compete on a local, state and national level in the PAS and B.O.S.S. competitions.

Agriculture, Technology and Natural Resources – Farm and Ranch Management

The Agriculture, Technology and Natural Resources – Farm and Ranch Management Program sustained enrollment numbers from our large increase the previous year. A Vision 2020 Focus Group Meeting was held and several changes were made including a departmental name change. We also greatly increased our marketing efforts by attending FFA Convention at NDSU, holding a session at the NDACTE convention, visiting several high school classrooms, sending out an alumni newsletter, and several mailings to potential students.

Students in the program are assessed in the four areas of emphasis:

- Recordkeeping / Analysis
- Crop Science
- Animal Science
- Agricultural Mechanics

All of the sophomore students completed a financial and enterprise analysis for their farm utilizing the information gathered from the records they kept on the farm the past year. Each student then developed a plan to facilitate their return to the farm

CIP Codes 01, 11, 13 and 52 Faculty Programs

and a transition plan for management and ownership. After graduation, a survey was sent to their parents and 100% indicated that the student had entry level qualifications in the above areas of AVERAGE or higher. The majority indicated SUPERIOR.

The previous years graduates were surveyed and 100% responded indicating they felt their job readiness in the above areas was AVERAGE or above. Comments on the survey indicated that they were very satisfied with the quality of their education and felt they had developed the skills necessary to succeed in their chosen occupation.

All of the freshman students enrolled in the Farm and Ranch Management program completed a four and a half month internship. During the internship, each was required to keep a complete set farm records that would allow them to complete a financial and enterprise analysis at the end of the year. This project begins January 1 and ends December 31. The analysis is completed the spring semester of their sophomore year. Instructors make two onsite visits to each student to evaluate their progress and become more familiar with their individual operations.

All of the parents of students enrolled in this program expressed job readiness satisfaction levels of AVERAGE or above when they entered the internship. Parents are very supportive of the visits as it gives individual attention to each student and each students individual needs for a very personal request for information.

Pretest – Posttest scores for the individual areas are as follows:

	Pretest	Posttest
Recordkeeping / Analysis	58%	86%
Crop Science	47%	79%
Animal Science	36%	82%
Agriculture Mechanics	52%	75%

Our department visited 18 high school classrooms in spring of 2006 to talk about careers in agriculture and the BSC Agriculture, Technology and Natural Resources Program. A marketing grant through Agrowknowledge allowed us to purchase banners and other materials for a booth display which was utilized on several occasions in spring and summer of 2006.

Flexibility in scheduling was added to the program, which allows students to concentrate in livestock or crop production depending on their interests.

Summary of Program Assessment for 2006-2007

CIP Codes 01, 11, 13 and 52 Faculty Programs

Our students continue to be very involved in local, state and national organizations dealing with agriculture. Two students were \$1000 winners in the B.O.S.S. competition in January of 2006.

Farm Management Education

About 60% of the surveys sent out responded, the same as last year's response rate of 60% with 55% and 50% the previous three years. The survey indicates satisfaction on the part of the vast majority of all students enrolled in the Farm Management Education program at BSC. 99.7% of the responses indicated average, above average or excellent quality of education in the areas included in the survey with 6% indicating they either did not take part in that area at all or did not want to take part in that area of education. There continues to be a slightly higher percentage of students who indicate a desire to get more help in developing a marketing plan. I will continue to have marketing meetings with any students who wish to learn more about marketing. Many of the students who feel the least adequate in the marketing area do not attend the meetings to learn more. Some areas have been emphasized more during instructional visits due to the results of the survey. I also spent more time developing other methods to compare local numbers to the individual business in a self study unit which was sent out to all farms and I was available to discuss and cover individually if desired. 47% of the responses indicated superior, 34% above average, 12.4% average .3% below average and 6% not applicable.

I am putting my course online, and hoping that in the process of doing so I can develop units that will help to improve the students understanding in some of the areas that are weaker.

Overall, the results indicate things went well last year. There are a few areas that I will work to improve in the coming year.

Web Page Development and Design

This year's graduates totaled 4 students completing the AAS degree and 2 students completing the certificate.

Changes Made During 2006-2007 Academic Year

The following changes were made during the 2006 - 2007 academic year in the Web Page Development and Design program:

1. Replaced Macromedia Fireworks software content in CIS230 Electronic Publishing with Cascading Style Sheets (CSS) – advisory board recommendation.
2. Recorded CIW exam scores for grade with the expectation that students will take it more seriously.

CIP Codes 01, 11, 13 and 52 Faculty Programs

3. Updated CIS253 course content from Java Server Pages to the PHP language – advisory board recommendation.

Changes Planned for Web Page Development and Design

The following change is planned for the 2007 - 2008 academic year, according to the Program Assessment Matrix:

- 1 Changing class number and name of CIS180 Creating Web Pages to CIS151 CIW Web Foundations to more accurately reflect certification course.
- 2 Provide more class time use for CIW AssessPrep in classes CIS151, CIS221, CIS251 and CIS254.
- 3 Add using of graphic pens and digital cameras to projects in both CIS110 and CIS210.
- 4 Add integration features of Adobe software in CIS120.
- 5 Removed Cascading Style Sheets (CSS) content from CIS230 Electronic Publishing and created a NEW course CIS152 Cascading Style Sheets based on the recommendation from advisory board that CSS content needed to be expanded on.
- 6 Add more focus on Web site design principles in CIS232.
- 7 Add more emphasis on target audience, site design, browser compatibility, and site functionality including site accessibility and site validation in CIS230 and CIS251.
- 8 Move CIS251 from 2nd semester course requirement to the 4th semester of the Web program. Students are failing in the 'Advanced Web Technologies' area of the CIW Site Designer exam and need more experience in courses CIS252, CIS253 and CSCI160 before taking the exam.
- 9 Change the course requirement of BUSN 224 E-Commerce to the NEW course of CIS254 CIW E-Commerce – this course is the last and final exam in the CIW Master Designer track. This class will be a 4th semester course requirement.

Courses required for the Web Page Development and Design program are not exclusive to the program; the courses are also required for other programs and contain a mix of students enrolled in various programs.

The Program Assessment Matrix Web Page Development and Design program was completed and is on file with the Assessment Coordinator's office and the group leader's office.

Computer Support Specialist

Of the nine current Computer Support Specialist graduates, not all graduated under a recent catalog. Only four students graduated using current program

Summary of Program Assessment for 2006-2007

CIP Codes 01, 11, 13 and 52 Faculty Programs

requirements. The other five students used previous program requirements that did not entail taking all of the Cisco, Windows, and Linux courses that new students must take.

Changes Made During 2006-2007 Academic Year

The following changes were made during the 2006 - 2007 academic year in the Computer Support Specialist program:

1. Used video, audio, and other methods of instruction to reach students
2. Added additional practical hands-on experience in class for students

Changes Planned for Computer Support Specialist

The following change is planned for the 2007 - 2008 academic year, according to the Faculty Assessment Group Report:

1. Update course curriculum to deal with new Cisco curriculum
2. Update course curriculum to deal with new versions of Windows
3. Provide increased hands-on experience in course material

Courses required for the Computer Support Specialist program are not exclusive to the program; the courses are also required for other programs and contain a mix of students enrolled in various programs.

The Program Assessment Matrix Computer Support Specialist program was completed and is on file with the Assessment Coordinator's office and the group leader's office.

Paraeducation

The **Paraeducation program** saw no completers, therefore, no results will be reported.

Management

Explanation of Assessment Procedures

Our program conducts three different assessments to measure program success. The Pretest/Post test is conducted with students in their first semester and again in their last semester. Success rates on the test are compared to see assumptions about learning in all the major content areas.

The second assessment is based on results of our intern evaluations given to employers with those that are enrolled in the cooperative education course. The results of a 2 or better in all criteria areas are acceptable measures on that evaluation. Personal comments are also noted.

The third assessment is the survey given to students who graduated with in the last year. This is included in the Follow-up survey conducted by the career placement center. A rating of 1-4 with one being superior is used for rating four areas of the program. Additional comments are also requested from those graduates.

CIP Codes 01, 11, 13 and 52 Faculty Programs

Results of the Assessments

We are in the process of revising the test instrument for the pre-post tests. That test was not administered this fall because of the revision. It will be given to freshman students this fall. Our previous test was determined to not accurately project what the students know upon graduation, therefore a revision was required.

Our intern evaluations were very small this past year since we have changed it from a course requirement to an elective in the program. The students that were enrolled in the internship received an above average to superior rating in all areas.

The graduate survey did not receive as high a response rate as desired however those that responded provided positive feedback about the program. In the area of technical training, the program received a 2 (met expectations completely). This is comparable to last year's evaluation. I think our development of more technical courses recently (project management, e-commerce), will result in higher ratings in future years. One suggestion from last year's survey was to provide more networking opportunities with business. That has been addressed with more visits from business executives in the classroom and being involved in state competitions and organizations. We have attended Marketplace and the Entrepreneurship conference in Dickinson in the last year. With that, we hope to see program ratings higher in coming years.

Transportation and Supply Chain Management

The **Transportation and Supply Chain Management program** saw no completers, therefore, no results will be reported.

Administrative Assistant – General

The Administrative Assistant – General program had 5 completers reported by the Registrar's Office during the time of September 2006 – August 2007. All of the completers achieved keyboarding skill, transcription competency, portfolio competency, written communications and verbal communications skills.

Changes Made 2006-2007 Academic Year

The following changes were made during the 2006-2007 academic year in the Administrative Assistant – General program:

1. Setup keyboarding I with the Campus Instructor Management (Standalone) Program which works in conjunction with GDP Software. It monitors students, class progress, and generates student grades. It automatically stores students' work and adds comments. It adds instructor communication with the students that they wouldn't have otherwise.
2. Prepared online course for Business English (BOTE 121) using eCollege.

Summary of Program Assessment for 2006-2007

CIP Codes 01, 11, 13 and 52 Faculty Programs

Courses required for the Administrative Assistant – General program are not exclusive to the program; the courses are also required for other programs and contain a mix of students enrolled in various programs.

The Program Assessment Matrix Administrative Assistant – General program was completed and is on file with the Assessment Coordinator's office and the group leader's office.

Administrative Assistant – Legal

The Administrative Assistant - Legal program had 6 completers reported by the Registrar's Office during the time of September 2006 – August 2007. All of the completers achieved keyboarding skill, legal transcription competency, legal terminology skills, written communications and verbal communications skills.

The Program Assessment Matrix Administrative Assistant – Legal program was completed and is on file with the Assessment Coordinator's office and the group leader's office.

Administrative Assistant – Medical

The Administrative Assistant – Medical program had 6 completers reported by the Registrar's Office during the time of September 2006 – August 2007. 5 of the 6 completers achieved keyboarding skill and medical terminology skills. All of the completers achieved medical transcription competency, anatomical structures skills, written communications and verbal communications skills.

The Program Assessment Matrix Administrative Assistant – Medical program was completed and is on file with the Assessment Coordinator's office and the group leader's office.

Computer Information Systems – Information Processing Specialist

In the **Computer Information Systems – Information Processing Specialist** program, this year's graduates totaled 7 students, as well as 1 student completing the certificate program, a decrease of 1 student over the previous year.

A significant change in student count was the loss of students enrolled in what was formerly the Web option, which is now a separate degree program.

After review of the Assessment data for the 2006-2007 academic year, the following changes will be made to the Information Processing Specialist degree program requirements:

All online students will be required to take the Microsoft Office Specialist exams as well as the on-campus students. This has been a concern in past years of the dual-requirements; however, this year's assessment has shown there is a difference which needs to be remedied. This will allow for online and on-campus students to have the same requirements.

Desktop Publishing courses – 3 digital cameras and 22 graphics tablets have been added to the curriculum.

CIP Codes 01, 11, 13 and 52 Faculty Programs

BOTE 210 Business Communications will be removed from the degree requirements and replaced with BOTE 121 – Business English. The change will be made partly due to the constrictions of the course requirements in offering BOTE 210 online. In the past, this course has been substituted out of the curriculum for online students. Changing the requirements will allow for online and on-campus students to have the same requirements.

BOTE 108 – Business Math has been prepared for online delivery, beginning Spring 2007. This new online course also will allow for online and on-campus students to have the same requirements.

CIS 180 – Creating Web Pages – will be removed from the degree requirements.

Adobe Software – planning course on integration of the software suite, similar to the Microsoft Office integration in CIS 202.

Adobe Software – will implement Adobe entry-level certifications as they become available.

The intent of these changes is primarily reduce the difference in degree - requirements between online and on-campus students in Information Processing Specialist.

The Program Assessment Matrix Information Processing Specialist program was completed and is on file with the Assessment Coordinator's office and the group leader's office.

Hospitality Management

The **Hospitality Management** program continues to produce students who are moving into the work force and adding valuable management manpower to our state and surrounding area. The Hospitality Dept also continued to utilize the articulation agreement with NDSU by sending 2 students onto further educational pursuits in Fargo. We also graduated 2 students who continued their education with Dickenson State here at BSC.

In 05-06 the **Restaurant program** saw an increase in student numbers as the result of a marketing campaign headed up by Margie Enerson. Sadly, without this ongoing marketing campaign our numbers were slightly down for 06-07. 95 certification tests were administered with 88 successful completions at a rate of 92%. Our Food Sanitation TAPS series class continues to be a popular class for students planning to continue on with a bachelor's degree in dietetics at NDSU. We have heard back from several of our graduates that this course prepared them extremely well for work in food service. Several comments included the "Serve Safe" testing was an easy certification to attain after taking the "TAPS series" according to our graduates. The Hospitality Program made an extensive investment in updating our audio visual aids in our DVD library this year. We added a trip to Field trip to Minot for the Food Services of America trade show. The visiting guest Chef and vendors brought new ideas and insight into the newest trends in our industry.

Summary of Program Assessment for 2006-2007

CIP Codes 01, 11, 13 and 52 Faculty Programs

The **Hotel program** finished out the year with 85 certification tests administered and 75 successful completions at a rate of 88%. Our new smart classroom was a welcome addition to this program. The Hotel industry has changed tremendously with the advent of online reservations and advertising and marketing. Students used this new capability to enhance their project presentations. The instructors appreciated the power point, visual presenter, projection capabilities, and high speed internet connectivity. Outdated equipment was removed and more room was afforded the Mystic grill dining room. Through the Hospitality Club, our graduating sophomores used their fund raising efforts to aid them in a trip to the University Nevada Las Vegas. After visiting with the Dept Chair of the Hospitality Dept (which is the largest department on campus) they learned their credits would all transfer and were encouraged to apply to further their education. We also toured the Convention Center with 2 million square feet of trade show space and the famous Luxor hotel with 5000 guest rooms. This was an eye opener for the students as they learned the scope and magnitude of the Hospitality industry.

Internships are a requirement in the Hospitality Management Program with the current evaluation process these results were attained: 34 employer assessments were received with 33 overall ratings at very good to excellent. One student received a below average rating. The Internship component develops a sense of professionalism within the individual student. Most of the students are involved in a work setting where there are either physical demands such as speed in preparation, ability to stay organized, follow direction, etc. or routine guest service such as front desk operations.

The students of the Hospitality Management program, through the Hospitality Club, are involved in community activities as well. Such projects as the President's Club Annual Recognition Banquet, Christmas in April, Chamber of Commerce functions, and Ethics Day are designed to teach the importance of community involvement. Managing a business profitably is crucial and giving back to the community in which made your business profitable is part of the process. Professionalism and concern for the local community are integral pieces for long term growth and profitability in the hospitality industry.

Over all the Hospitality Management Department is proud to have contributed to the productive workforce of the North Dakota Hospitality Industry with graduates who are prepared to take on the challenge of work and excellent service to the customers of our business.

**2006-07 Annual Assessment Report for
Instructional Programs with CIP Codes 15 & 50**

Submitted By: Holly Burch, Rick Wilke, and David Sagsveen: December 2007

This section includes the following instructional programs:

Commercial Art
Electronics/Telecommunications Technology
Engineering Technician
Geographic Information Systems Technician
Power Plant Technology
Process Plant Technology
Online Electric Power Technology
Online Electrical Transmission Systems Technology
Online Nuclear Power Technology
Online Power Technology Program
Online Process Technology Program

Commercial Art

The program used a Juried Portfolio Review for their direct measure. Like last year, a mock interview scenario where each student presented his/her portfolio to the instructor and three industry professionals was utilized. Students were given verbal feedback from our industry professionals and the instructor provided written evaluation. Each portfolio was also reviewed by their peers. Nine out of the 13 reviewed portfolios, received a rating of 80% or better. Plans are to continue with the mock interview, though changes to how the interviews are conducted needs to be addressed due to time constraints. We also intend to improve the judging criteria and the assessment vehicle, and to keep the curriculum current with industry as well as improve direct measures of specific classes. This year the curriculum included Typography. The results of this curriculum change will not be effectively measured until 2007-2008. The assessment plan, multiple measures matrix, composite curriculum matrix and Faculty Group Report were completed and are on file with the assessment coordinator.

Electronics/Telecommunications Technology

The results of the graduate survey, employer survey, pre-test/post-test and PTAs were all positive, indicating no major changes are necessary. Curriculum updates will continue as industry changes dictate. This matrix shows the composite results, as well as change actions taken or recommended at the faculty group level and passed along to department chairs and the Assessment Committee.

ELECTRONICS/ TELECOMMUNICATIONS TECHNOLOGY Competencies/Objectives	Assessment methods	Results of this year's measures	Changes planned to improve learning
1. Technical knowledge			
A. Circuit Calculations	1. Graduate survey. 2. Pre-Test/Post-Test	All of the responses were adequate or above. 100% of the students showed improvement	No action required No action required.
B. Knowledge of Circuit Operation	1. Employer survey. 2. Graduate survey. 3. Pre-Test/Post-Test	All of the responses were adequate or above. All of the responses were adequate or above. 100% of the students showed improvement	No action required No action required No action required
2. Technical Skills			
A. Use of Test Equipment	1. Employer survey. 2. Graduate survey. 3. In-class project. PTA scale.	All of the responses were adequate or above. All of the responses were adequate or above. 95.65 % scored above average to outstanding.	No action required No action required No action required
B. Soldering	1. Employer survey. 2. Graduate survey. 3. In-class project. PTA scale.	All of the responses were adequate or above. All of the responses were adequate or above. 92.85 % scored above average to outstanding.	No action required No action required No action required
C. Interpretation of Schematics	1. Employer survey. 2. Graduate survey. 3. Pre-Test/Post-Test	All of the responses were adequate or above. All of the responses were adequate or above. 100% of the students showed improvement	No action required No action required No action required

Engineering Technician

The Engineering Technician program measures nine competencies through a variety of methods and through a variety of courses.

Assessment Results 2006-2007

Program Competencies	Assessment Methods	Courses	Measured Results	Changes Planned
	Student Portfolio	CAD 211	Fall: Avg was 84 out of 100. Spring: Avg was 88.7 out of 100.	Improved communication including distribution of rubric
		CAD 212	Fall: Avg was 93 out of 100	Same as above
	Hands on Lab Experience	CT 251 L	Satisfactory results for hands on activities. No measurable results were obtained	None
			100% scored 3 or better out of 4; 66% scored 4 out of 4 100% scored 3 or better out of 4; 75% scored 4 out of 4	None Better defined outcomes
			100% scored at least 3 out of 4; 0% scored 4 out of 4	None – students did not apply what they learned to the given problem
			100% scored 3 out of 4	None
			Pre- test avg. was 2.2 out of 10 Post- test avg. was 7.6 out of 10	None
			Avg. was 47 out of 50	None
			100% scored 4 out of 4 No measurable results due to time	None Back to LandDesktop Software
			Avg. of 91.5%. Ignoring lowest score, average increases to 93.8%	None

Most changes required are minimal, as listed in the right column above. Again this upcoming year, biggest restraint will be CT 251L – lab time and facility restraints are making it difficult to measure individual performance in lab. A satisfactory/unsatisfactory approach will be given to the hands-on components we will be exposed to in the lab.

Geographic Information Systems Technician

BSC initiated the Geographic Information Systems Technician program during the 2005 to 2006 school year. Full implementation of the program began at the start of the 2006 to 2007 school year. Courses are still being developed during the 2007-2008 school year. An assessment plan will be developed during the 2008 to 2009 school year.

Process Plant Technology & Power Plant Technology

The Process Plant Technology and Power Plant Technology Programs are continuing to undergo changes. Both of these programs are revising the Enabling and Terminal objectives for many courses. After this process is completed by our faculty, the objectives are sent to teams of plant personnel on our Advisory Committee for evaluation and feedback. Until this process is complete accurate assessment is proving difficult. We are developing our testing (measuring) components as we revise our objectives.

Energy Programs Online

The Electric Power Technology, Electrical Transmission Systems Technology, Nuclear Power Technology, Power and Process Technology Programs are also being addressed in the Assessment Process. Assessment measuring methodology is under development for each course in each program. We are also working on how to best implement assessment measures using a standardized format to gather information that will provide an accurate assessment of the online programs.

Electronics/Telecommunications

The results of the graduate survey, employer survey, pre-test/post-test and PTAs were all positive, indicating no major changes are necessary. Curriculum updates will continue as industry changes dictate.

Assessment Plan

Automotive Technology

Academic year – 2006-2007

Program Goals: Upon completion of the program the student should have entry level technical competence, problem solving skills, and interpersonal skills to succeed in the automotive industry.

Program Objectives	Program Competencies	Assessment Methods	Courses Assessed In	Implementation Plan	Measure Results	Changes Planned	Follow-up Requirements
I. Students should have the technical knowledge for an entry level position in the automotive field.	A. Electrical Systems	Pre and post tests Automotive Service Excellence (ASE) End of Program Test	Electronics AUTO 161 Starting & Charging systems AUTO 163 Instruments & Accessory Systems AUTO 164	Pre-test given the first day week of class. Post test given at course completion. Given to freshmen in the spring semester.	BSC Pre 36.5% Post 70.3% 33.7% gain MRCC Pre 37.8% Post- 69.6% 31.8%gain BSC (91%) 10 of 11 students passed with an average score of 68.2% MRCC (100%) 5 of 5 students passed with a 68% average score.	Implementation of online materials to supplement the current classroom curriculum. For the 07-08 school year.	Evaluate the effectiveness of the online curriculum. This would include student feedback, cost, and quality of materials.
I. Students should have the technical knowledge for an entry level position in the automotive field.	B. Brake Systems	Pre and post tests Automotive Service Excellence (ASE) End of Program Test	Brake Fundaments AUTO 151 Brake Repair AUTO 152	Pre-test given the first day week of class. Post test given at course completion. Given to freshmen in the spring semester.	BSC Pre 39.9% Post 75.3% 35.3% gain MRCC Pre 50.5% Post 84.7% 34.25%gain BSC (91%) 10 of 11 students passed with an average score of 73.4% MRCC (100%) 3 of 3 students passed with a 77% average score.	Implementation of online materials to supplement the current classroom curriculum. For the 07-08 school year.	Evaluate the effectiveness of the online curriculum. This would include student feedback, cost, and quality of materials.
I. Students should have the technical knowledge for an entry level position in the automotive field.	C. Suspension and Steering	Pre and post tests Automotive Service Excellence (ASE) End of Program Test	Suspension & Steering Systems AUTO 148	Pre-test given the first day week of class. Post test given at course completion. Given to freshmen in the spring semester.	BSC Pre 47.3% Post 84% 36.7% gain BSC (100%) 9 of 9 students passed with an average score of 66%	Implementation of online materials to supplement the current classroom curriculum. For the 07-08 school year.	Evaluate the effectiveness of the online curriculum. This would include student feedback, cost, and quality of materials.

I. Students should have the technical knowledge for an entry level position in the automotive field.	D. Automatic Transmissions/ Transaxles	Pre and post tests Automotive Service Excellence (ASE) End of Program Test	Automatic Transmissions & Transaxles AUTO 128	Pre-test given the first day week of class. Post test given at course completion. Given to freshmen in the spring semester.	BSC Pre 43.5% Post 77.4% 33.9% gain BSC (56%) 5 of 9 students passed with an average score of 56%	Implementation of online materials to supplement the current classroom curriculum. For the 07-08 school year.	Evaluate the effectiveness of the online curriculum. This would include student feedback, cost, and quality of materials.
I. Students should have the technical knowledge for an entry level position in the automotive field.	E. Manual Drive Train and Axles	Pre and post tests Automotive Service Excellence (ASE) End of Program Test	Manual Transmissions & Transaxles AUTO 128 Clutches, Drive Trains & Axles AUTO 131	Pre-test given the first day week of class. Post test given at course completion. Given to freshmen in the spring semester.	BSC Pre 38.4% Post 84.8% 46.3% gain BSC (78%) 7 of 9 students passed with an average score of 78%	Implementation of online materials to supplement the current classroom curriculum. For the 07-08 school year.	Evaluate the effectiveness of the online curriculum. This would include student feedback, cost, and quality of materials.
I. Students should have the technical knowledge for an entry level position in the automotive field.	F. Heating and Air Conditioning	Pre and post tests Automotive Service Excellence (ASE) End of Program Test	Air Conditioning-Heating Theory & Operation AUTO 271 Air Conditioning-Heating Diagnosis & Service AUTO 272	Pre-test given the first day week of class. Post test given at course completion. Given to freshmen in the spring semester.	BSC Pre 41.2% Post 91.4% 50.2% gain MRCC Pre 42% Post 79.5% 37.5% gain BSC (100%) 5 of 5 students passed with an average score of 84% MRCC (100%) 2 of 2 students passed with an average score of 70%	Implementation of online materials to supplement the current classroom curriculum. For the 07-08 school year.	Evaluate the effectiveness of the online curriculum. This would include student feedback, cost, and quality of materials.
I. Students should have the technical knowledge for an entry level position in the automotive field.	G. Engine Repair	Pre and post tests Automotive Service Excellence (ASE) End of Program Test	Engine Fundamentals AUTO 211 Engine Repair AUTO 212	Pre-test given the first day week of class. Post test given at course completion. Given to freshmen in the spring semester.	BSC Pre 57.2% Post 91.8% 34.6% gain MRCC Pre 49% Post 87.5% 38.5% gain BSC (100%) 5 of 5 students passed with an average score of 88% MRCC (100%) 2 of 2 students passed with an average score of 76%	Implementation of online materials to supplement the current classroom curriculum. For the 07-08 school year.	Evaluate the effectiveness of the online curriculum. This would include student feedback, cost, and quality of materials.
I. Students should have the technical knowledge for an entry level position in the automotive field.	H. Engine Performance	Pre and post tests Automotive Service Excellence (ASE) End of Program Test	Ignition Systems AUTO 282 Fuel Delivery Systems AUTO 283 Emission Control Systems AUTO 284	Pre-test given the first day week of class. Post test given at course completion. Given to freshmen in the spring semester.	BSC Pre 42.9% Post 88.2% 45.3% gain BSC (100%) 5 of 5 students passed with an average score of 89%	Implementation of online materials to supplement the current classroom curriculum. For the 07-08 school year.	Evaluate the effectiveness of the online curriculum. This would include student feedback, cost, and quality of materials.

<p>II. Students should have the performance skills needed for an entry level position in the automotive field</p>	<p>A. Electrical Systems</p>	<p>National Automotive Teachers Education Foundation (NATEF) Standards</p> <p>Completer Survey</p> <p>Employer Survey</p>	<p>Electronics AUTO 161</p> <p>Starting & Charging systems AUTO 163</p> <p>Instruments & Accessory Systems AUTO 164</p>	<p>Each student's progress will be tracked during the spring semester.</p> <p>The Completer survey will be compiled during the fall semester each year.</p> <p>*The employer survey will be compiled during the spring semester.</p>	<table border="0"> <tr> <td></td> <td>P1</td> <td>P2</td> <td>P3</td> </tr> <tr> <td>BSC</td> <td>94%</td> <td>72%</td> <td>55%</td> </tr> <tr> <td>MRCC</td> <td>100%</td> <td>94%</td> <td>88%</td> </tr> </table> <p>5 responses, ratings are: 1 more than adequate 4 adequate 0 less than adequate</p> <p>4 of 5 Employers say the program prepared students in this area adequately or greater.</p>		P1	P2	P3	BSC	94%	72%	55%	MRCC	100%	94%	88%	<p>Completer survey is too limited in responses to be statically valid.</p>	<p>Completer survey process needs to be reviewed and improved. This involves Career Services which implements the process.</p>
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<p>II. Students should have the performance skills needed for an entry level position in the automotive field</p>	<p>B. Brake Systems</p>	<p>National Automotive Teachers Education Foundation (NATEF) Standards</p> <p>Completer Survey</p> <p>Employer Survey</p>	<p>Brake Fundaments AUTO 151</p> <p>Brake Repair AUTO 152</p>	<p>Each student's progress will be tracked during the spring semester.</p> <p>The Completer survey will be compiled during the fall semester each year.</p> <p>*The employer survey will be compiled during the spring semester.</p>	<table border="0"> <tr> <td></td> <td>P1</td> <td>P2</td> <td>P3</td> </tr> <tr> <td>BSC</td> <td>97%</td> <td>97%</td> <td>71%</td> </tr> <tr> <td>MRCC</td> <td>100%</td> <td>92%</td> <td>54%</td> </tr> </table> <p>5 responses, ratings are: 5 more than adequate 0 adequate 0 less than adequate</p> <p>6 of 6 Employers say the program prepared students in this area adequately or greater.</p>		P1	P2	P3	BSC	97%	97%	71%	MRCC	100%	92%	54%	<p>Completer survey is too limited in responses to be statically valid.</p>	<p>Completer survey process needs to be reviewed and improved. This involves Career Services which implements the process.</p>
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<p>II. Students should have the performance skills needed for an entry level position in the automotive field</p>	<p>C. Suspension and Steering</p>	<p>National Automotive Teachers Education Foundation (NATEF) Standards</p> <p>Completer Survey</p> <p>Employer Survey</p>	<p>Suspension & Steering Systems AUTO 148</p>	<p>Each student's progress will be tracked during the spring semester.</p> <p>The Completer survey will be compiled during the fall semester each year.</p> <p>*The employer survey will be compiled during the spring semester.</p>	<table border="0"> <tr> <td></td> <td>P1</td> <td>P2</td> <td>P3</td> </tr> <tr> <td>BSC</td> <td>98%</td> <td>87%</td> <td>59%</td> </tr> </table> <p>5 responses, ratings are: 4 more than adequate 1 adequate 0 less than adequate</p> <p>6 of 6 Employers say the program prepared students in this area adequately or greater.</p>		P1	P2	P3	BSC	98%	87%	59%	<p>Completer survey is too limited in responses to be statically valid.</p>	<p>Completer survey process needs to be reviewed and improved. This involves Career Services which implements the process.</p>				
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<p>II. Students should have the performance skills needed for an entry level position in the automotive field</p>	<p>D. Automatic Transmissions/ Transaxles</p>	<p>National Automotive Teachers Education Foundation (NATEF) Standards</p> <p>Completer Survey</p> <p>Employer Survey</p>	<p>Automatic Transmissions & Transaxles AUTO 128</p>	<p>Each student's progress will be tracked during the spring semester.</p> <p>The Completer survey will be compiled during the fall semester each year.</p> <p>*The employer survey will be compiled during the spring semester.</p>	<table border="0"> <tr> <td></td> <td>P1</td> <td>P2</td> <td>P3</td> </tr> <tr> <td>BSC</td> <td>84%</td> <td>71%</td> <td>50%</td> </tr> </table> <p>5 responses, ratings are: 4 more than adequate 1 adequate 0 less than adequate</p> <p>4 of 5 Employers say the program prepared students in this area adequately or greater.</p>		P1	P2	P3	BSC	84%	71%	50%	<p>Completer survey is too limited in responses to be statically valid.</p>	<p>Completer survey process needs to be reviewed and improved. This involves Career Services which implements the process.</p>				
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	P1	P2	P3																				
MRCC	96%	100%	70%																				
<p>II. Students should have the performance skills needed for an entry level position in the automotive field</p>	<p>G. Engine Repair</p>	<p>National Automotive Teachers Education Foundation (NATEF) Standards</p> <p>Completer Survey</p> <p>Employer Survey</p>	<p>Engine Fundamentals AUTO 211</p> <p>Engine Repair AUTO 212</p>	<p>Each student's progress will be tracked during the spring semester.</p> <p>The Completer survey will be compiled during the fall semester each year.</p> <p>*The employer survey will be compiled during the spring semester.</p>	<table border="1"> <tr> <td></td> <td>P1</td> <td>P2</td> <td>P3</td> </tr> <tr> <td>BSC</td> <td>100%</td> <td>92%</td> <td>82%</td> </tr> </table> <table border="1"> <tr> <td></td> <td>P1</td> <td>P2</td> <td>P3</td> </tr> <tr> <td>MRCC</td> <td>100%</td> <td>85%</td> <td>100%</td> </tr> </table> <p>4 responses, ratings are: 2 more than adequate 2 adequate 0 less than adequate</p> <p>5 of 5 Employers say the program prepared students in this area adequately or greater.</p>		P1	P2	P3	BSC	100%	92%	82%		P1	P2	P3	MRCC	100%	85%	100%	<p>Completer survey is too limited in responses to be statically valid.</p>	<p>Completer survey process needs to be reviewed and improved. This involves Career Services which implements the process.</p>
	P1	P2	P3																				
BSC	100%	92%	82%																				
	P1	P2	P3																				
MRCC	100%	85%	100%																				
<p>II. Students should have the performance skills needed for an entry level position in the automotive field</p>	<p>H. Engine Performance</p>	<p>National Automotive Teachers Education Foundation (NATEF) Standards</p> <p>Completer Survey</p> <p>Employer Survey</p>	<p>Ignition Systems AUTO 282</p> <p>Fuel Delivery Systems AUTO 283</p> <p>Emission Control Systems AUTO 284</p>	<p>Each student's progress will be tracked during the spring semester.</p> <p>The Completer survey will be compiled during the fall semester each year.</p> <p>*The employer survey will be compiled during the spring semester.</p>	<table border="1"> <tr> <td></td> <td>P1</td> <td>P2</td> <td>P3</td> </tr> <tr> <td>BSC</td> <td>100%</td> <td>98%</td> <td>82%</td> </tr> </table> <p>4 responses, ratings are: 3 more than adequate 1 adequate 0 less than adequate</p> <p>4 of 5 Employers say the program prepared students in this area adequately or greater.</p>		P1	P2	P3	BSC	100%	98%	82%	<p>Completer survey is too limited in responses to be statically valid.</p>	<p>Completer survey process needs to be reviewed and improved. This involves Career Services which implements the process.</p>								
	P1	P2	P3																				
BSC	100%	98%	82%																				

Implementation Plan Submitted Date: 10-15-2007
Person responsible for program assessment: Dean D. Gunsch

*Results from 2006 survey. Employer Survey will be sent out every second year as per advisory committee recommendation.

Assessment Plan

Heating, Ventilation and Air Conditioning Program

Academic year – 2006-2007

Program Goals: Following completion of the Heating, Ventilation and Air Conditioning program, the student should have developed technological competence, problem solving skills, interpersonal skills, and communication skills, resulting in marketable qualities required for entry level employment and success in the HVACR field.

Program Objectives	Program Competencies	Assessment Methods	Courses Assessed In	Implementation Plan	Measure Results	Changes Planned	Follow-up Requirements
Upon completion of the HVAC program, students should be able to demonstrate technical knowledge in the competency areas.	Technical knowledge of HVACR Electrical Systems	Pretest/Posttest	HVAC 100, HVAC 114, HVAC 113,	The pretest will be given during the 1st week of the Fall semester. The post test will be given around the 6th week of the same semester	Students showed an average improvement of 89.2% on the post tests; 92% met NCCER requirements	HVAC 100 and 114 will be taught in the Spring semester. HVAC 113 will be moved to the Summer semester with the course number being changed to 213.	Effectiveness of this format will be evaluated at the end of each semester.
	Technical knowledge of forced air heating systems	Pretest/posttest, Task lists, NCCER task lists, employer survey, graduate survey	HVAC 104, HVAC 114	The pretests will be given around the 6th week of the Fall Semester and the post test will be given during the 16th week.	Students showed a 124.1% improvement on post test	These classes will be taught in the Spring Semester. Pretests will be given during the first or second week.	Effectiveness of this format will be evaluated at the end of each semester.
	Technical knowledge of air conditioning and refrigeration systems	EPA 608 certification, pretest/posttest, task lists, NCCER Task lists, employer surveys, graduate surveys	HVAC 103, HVAC 113, REFG 216	The EPA 608 certification exam has will be administered during the 34th and 35th program week.	83.3% of the students tested received at least one level of certification	HVAC 113 will be moved to the Summer semester; course number will be changed to 213. HVAC 103 will be taught in the Spring semester.	Effectiveness of this format will be evaluated at the end of each semester.
	Technical knowledge of principles of sheet metal and sheet metal	Pretest/Posttest, task lists, NCCER task lists, employer	SMTL 105, SMTL 106, SMTL 110, SMTL 111, SMTL	Pretests given during the 4th week and the 18th week of program. Post	Students showed a 32.3%	All SMTL classes will be taught in the Fall	Effectiveness of this format will be evaluated at the end

	layout.	surveys, graduate surveys	115, SMTL 116, SMTL 205, SMTL 215	tests given during the Fall and Spring Semester Finals Week.	improvement over the pretest.	semester. 110, 111, 205, and 210 will be modified or combined with other courses. SMTL 107 and 117 will replace 111, 110, 205, and 215. Pretests will be given during the first or second week.	of each semester.
	Technical knowledge of operation and maintenance of power tools and shop machinery.	Pretest/Posttest, task lists, NCCER task lists, employer surveys, graduate surveys	SMTL 105, SMTL 106, SMTL 110, SMTL 111, SMTL 115, SMTL 116, SMTL 205, SMTL 215	Pretests given during the 1st week of each semester. Posttests given during the finals week of each semester. Employer surveys and graduate surveys conducted during the fall semester.	100% of students have shown proficiency in maintenance of tools and machinery. Students showed a 32.3% improvement on the post test.	All SMTL classes will be taught in the Fall semester. 110, 111, 205, and 210 will be modified or combined with other courses. SMTL 107 and 117 will replace 111, 110, 205, and 215None	Effectiveness of this format will be evaluated at the end of each semester.
	Technical knowledge of hand tools.	Pretest/Posttest, task lists, NCCER task lists, employer surveys, graduate surveys	SMTL 105, SMTL 106, SMTL 110, SMTL 111, SMTL 115, SMTL 116, SMTL 205, SMTL 215	Pretests given during the 1st week of each semester. Posttests given during the finals week of each semester. Employer surveys and graduate surveys conducted during the fall semester.	89% of students demonstrated technical knowledge of hand tools	All SMTL classes will be taught in the Fall semester. 110, 111, 205, and 210 will be modified or combined with other courses. SMTL 107 and 117 will replace 111, 110, 205, and 215	Effectiveness of this format will be evaluated at the end of each semester.
Upon completion of the HVAC Program, students should be able to demonstrate the mechanical skills needed for entry level positions in the HVACR industry.	Mechanical skills in HVACR electrical systems	NCCER task lists, employer surveys, graduate surveys	HVAC 100, HVAC 113, HVAC 114, REFG 215, REFG 216	Pretests given during the 1st week of each semester. Posttests given during the finals week of each semester. Employer surveys and graduate surveys conducted during the fall semester.	Students showed an average improvement of 89.2% on the post tests; 92% met NCCER requirements	HVAC 100 and 114 will be taught in the Spring semester. HVAC 113 will be moved to the Summer semester with the course number being	Effectiveness of this format will be evaluated at the end of each semester.

						changed to 213.	
	Mechanical skills in forced air heating systems	Pretest/posttest, Task lists, NCCER task lists, employer survey, graduate survey	HVAC 104, HVAC 114	Pretests given during the 1st week of each semester. Posttests given during the finals week of each semester. Employer surveys and graduate surveys conducted during the fall semester.	92% met NCCER requirements; Students showed an average improvement of 124.1% on the post test	These classes will be taught in the Spring Semester	Effectiveness of this format will be evaluated at the end of each semester.
	Mechanical skills in air conditioning systems	Pretest/posttest, Task lists, NCCER task lists, employer survey, graduate survey	HVAC 103, HVAC 113, REFG 215, REFG 216	Pretests given during the 1st week of each semester. Posttests given during the finals week of each semester. Employer surveys and graduate surveys conducted during the fall semester.	Students showed an average improvement of 61.8% on the post test; 92% met NCCER requirements	HVAC 113 will be moved to the Summer semester; course number will be changed to 213. HVAC 103 will be taught in the Spring semester.	Effectiveness of this format will be evaluated at the end of each semester.
	Mechanical skills in principles of sheet metal processes	Pretest/posttest, Task lists, NCCER task lists, employer survey, graduate survey	SMTL 105, SMTL 106, SMTL 110, SMTL 111, SMTL 115, SMTL 116, SMTL 205, SMTL 215	Pretests given during the 1st week of each semester. Posttests given during the finals week of each semester. Employer surveys and graduate surveys conducted during the fall semester.	87% of students passed satisfactory post tests involved with mechanical skills.	All SMTL classes will be taught in the Fall semester. 110, 111, 205, and 210 will be modified or combined with other courses. SMTL 107 and 117 will replace 111, 110, 205, and 215	Effectiveness of this format will be evaluated at the end of each semester.
	Mechanical skills in operation and maintenance of power tools and shop machinery	Pretest/posttest, Task lists, NCCER task lists, employer survey, graduate survey	SMTL 105, SMTL 106, SMTL 110, SMTL 111, SMTL 115, SMTL 116, SMTL 205, SMTL 215	Pretests given during the 1st week of each semester. Posttests given during the finals week of each semester. Employer surveys and graduate surveys conducted during the fall semester.	100% of students are proficient in operation and maintenance of tools and shop machinery.	All SMTL classes will be taught in the Fall semester. 110, 111, 205, and 210 will be modified or combined with other courses. SMTL 107 and 117 will replace 111, 110, 205, and 215	Effectiveness of this format will be evaluated at the end of each semester.
	Mechanical skills with hand tools	Pretest/posttest, Task lists, NCCER task lists, employer	SMTL 105, SMTL 106, SMTL 110, SMTL 111, SMTL	Pretests given during the 1st week of each semester. Posttests	100% of students passed satisfactory post	All SMTL classes will be taught in the Fall	Effectiveness of this format will be evaluated at the end

		survey, graduate survey	115, SMTL 116, SMTL 205, SMTL 215	given during the finals week of each semester. Employer surveys and graduate surveys conducted during the fall semester.	test involved with mechanical skills and hand tools	semester. 110, 111, 205, and 210 will be modified or combined with other courses. SMTL 107 and 117 will replace 111, 110, 205, and 215	of each semester.
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Implementation Plan Submitted Date: October 1, 2007
 Person responsible for program assessment: Arlan Okerson

Please submit this matrix to your group leader upon completion of the Implementation Plan. This form will be resubmitted upon completion of program assessment no later that two weeks after completion of the academic program year.

Assessment Plan Residential Carpentry Academic year – 2006-07

Program Goals: Upon completion of the program the student should have the entry level technical knowledge, skills and problem solving skills to succeed in the Residential Construction Industry.

Program Objectives	Program Competencies	Assessment Methods	Courses Assessed In	Implementation Plan	Measure Results	Changes Planned	Follow-up Requirements
Upon completion of the Carpentry Program, students should be able to demonstrate technical knowledge in the competency areas.							
	Technical Knowledge of Rough Framing	Post Test Employer Survey	Carp 120,135,125	post test upon completion of framing units. employer survey after 6 months of employment	94% passed 100% Of employers satisfied.	No change planned	None
	Technical Knowledge of Exterior Finish	Post Test Employer Survey	Carp 130	post test upon completion of exterior finish units. employer survey after 6 months of employment	86% passed 100% Of employers satisfied	No change planned	None
	Technical Knowledge of Interior Finish	Post Test Employer Survey	Carp 140, 145	post test upon completion of interior finish units. employer survey after 6 months of employment	95% passed 100% of employers satisfied	No change planned	None
	Technical Knowledge of Cabinetry	Post Test Employer Survey	Carp 150	post test upon completion of cabinetry units. employer survey after 6 months of employment	100% passed 100% of employers satisfied	No change planned	None
Upon Completion of the Carpentry Program, students should be able to							

demonstrate technical skills in the competency areas.							
	Safe and proper use of hand and power tools	NCCER Performance test Employer Survey Graduate Survey	Carp 120, 125, 150	post test upon completion of tool use units. employer survey after 6 months of employment	100% passed 100% employer satisfied 100% graduate satisfied	No change planned	None
	Proper framing layout techniques	NCCER Performance test Employer Survey Graduate Survey	Carp 120,125	post test upon completion of framing layout units. employer survey after 6 months of employment	95% passed 100% employer satisfied 100% graduate satisfied	No change planned	None
	Proper exterior finish techniques	NCCER Performance test Employer Survey Graduate Survey	Carp 130	post test upon completion of exterior finish units. employer survey after 6 months of employment	86% passed 100% employer satisfied 100% graduate satisfied	No change planned	None
	Proper trim carpentry techniques	NCCER Performance test Employer Survey Graduate Survey	Carp140,145	post test upon completion of interior finish units. employer survey after 6 months of employment	95% passed 100% employer satisfied 100% graduate satisfied	No change planned	None
	Proper cabinetry techniques	NCCER Performance test Employer Survey Graduate Survey	Carp 150	post test upon completion of cabinetry units. employer survey after 6 months of employment	100% passed 100% employer satisfied 100% graduate satisfied	No change planned	None

Implementation Plan Submitted Date:

Person responsible for program assessment:

Please submit this matrix to your group leader upon completion of the Implementation Plan. This form will be resubmitted upon completion of program assessment no later that two weeks after completion of the academic program year.

Assessment Plan Bismarck State College Lineworker Program Academic year – 2007

Program Goals: Following completion of the Electrical Lineworker program, the student should have developed technological and mechanical competence, problem solving skills interpersonal skills and communication skills resulting in marketable qualities required for entry level employment in the Electrical Lineworker field.

Program Objectives	Program Competencies	Assessment Methods	Courses Assessed In	Implementation Plan	Measure Results	Changes Planned	Follow-up Requirements
Technical Knowledge	Upon completion of the Lineworker Program students should be able to demonstrate technical knowledge in the following areas	N/A	Electricity		N/A	N/A	N/A
		Pre/post - test Student post semester survey	Apparatus	A pretest will be given before course work is taught. A graded post test will be given upon completion of course work.	pretest 0% posttest 94.7%	Material not applicable to students before program enrollment	N/A
		Pre/post - test Student post semester survey	Distribution systems	A pretest will be given before course work is taught. A graded post test will be given upon completion of course work.	pretest 0% posttest 81%	Material not applicable to students before program enrollment	N/A
		Pre/post - test Graduate survey	Equipment and Rigging	A pretest will be given before course work is taught. A graded post test will be given upon completion of course work.	pretest 7 posttest 91% 89% of graduates surveyed state that they met entry level employment needs		N/A
		Pre/post - test Graduate survey	Safety	A pretest will be given before course work is taught. A graded post	pretest 15% posttest 91% 93% of		

				test will be given upon completion of course work.	graduates surveyed safety is an ongoing issue in industry and the importance of it was stressed in all Lineworker classes		
							T

Implementation Plan Submitted Date: 11/20/07
 Person responsible for program assessment: Keith Landeis

Please submit this matrix to your group leader upon completion of the Implementation Plan. This form will be resubmitted upon completion of program assessment no later that two weeks after completion of the academic program year.

Assessment Plan Welding Academic year – 2006

Program Goals: Following completion of the Welding Program, the student should have developed technological competence, problem solving, interpersonal, and communication skills, resulting in marketable qualities required for entry level employment in the Welding field.

Program Objectives	Program Competencies	Assessment Methods	Courses Assessed In	Implementation Plan	Measure Results	Changes Planned	Follow-up Requirements
Upon completion of the welding program, the students should be able to demonstrate technical knowledge and theory in the following area:	1. Oxy-fuel cutting/heating/welding	Career and Technical Education approved profile exams. Pre-test--Post-test CTE approved exams	Weld 101	Week 1	2006 Fall Semester indicates 100% of completers had a least 18.5% improvement of score on post test	None	random employer/student surveys
Upon completion of the welding program, the students should be able to demonstrate technical knowledge and theory in the following area:	2. Shielded Metal Arc Welding	Pre-test--Post -test CTE approved exams	Weld 104/Weld 105	Week 1	Pre-post tests are not presently used but 100% of completers had at least 80% score on SBVE approved exams for 2005 Spring Semester	Request pre-post exams be included in budget	random employer/student surveys
Upon completion of the welding program, the students should be able to demonstrate technical knowledge and theory in the following area:	3. Gas Metal Arc Welding	Pre-test--Post Test CTE approved exams	Weld 103	Week 1	2006 Fall Semester indicates 100% of completers had at least 28.5% improvement on post test	None	random employer/student surveys
Upon completion	4. Flux Cored Arc	Pre-test--Post test	Weld 103	Week 1	2006 Fall Semester	None	random

of the welding program, the students should be able to demonstrate technical knowledge and theory in the following area:	Welding	CTE approved exams			indicates 100% of completers had a least 28.5% improvement of score on post test		employer/student surveys
Upon completion of the welding program, the students should be able to demonstrate technical knowledge and theory in the following area:	5. Gas Tungsten Arc Welding	Pre-test--Post-test CTE approved exams	Weld 106	Week 1	2006 Fall Semester indicates 100% of completers had at least 23.75% improvement of score on post test	None	random employer/student surveys
Upon completion of the Welding program, the students should be able to demonstrate performance skills in the following areas:	6. Oxy-fuel cutting/heating/welding	American Welding Society and State competency Standards	Weld 102	Week 8	2006 Fall Semester indicates 100% of completers received certification and completed state Curriculum requirements	None	random employer/student surveys
Upon completion of the welding program, the students should be able to demonstrate performance skills in the following areas:	7. Shielded Metal Arc Welding	American Welding Society National Certification Exam	Weld 114/Weld115	Week 8	2007 Spring Semester indicates 90% of completers received certification and completed state curriculum requirements	None	random employer/student surveys
Upon completion of the welding program, the students should be able to demonstrate performance skills in the following areas:	8. Gas Metal Arc Welding	American Welding Society National Certification Exam	Weld 103	Week 8	2006 Fall Semester indicates 100% of completers received certification and completed state curriculum requirements	None	random employer/student surveys
Upon completion of the welding program, the students should	9. Flux Cored Arc Welding	American Welding Society National Certification Exam	Weld 103	Week 8	2006 Fall Semester indicates 95% of completers received	None	random employer/student surveys

be able to demonstrate performance skills in the following areas:					certification and completed state curriculum		
Upon completion of the welding program, the students should be able to demonstrate performance skills in the following areas:	10. Gas Tungsten Arc Welding	American Welding Society National Certification Exam	Weld 116	Week 8	2006 Fall Semester indicates that 95% of completers received certification and completed state curriculum requirements	None	random employer/student surveys

Implementation Plan Submitted Date: Fall 2006
 Person responsible for program assessment: Ken Paulus

Please submit this matrix to your group leader upon completion of the Implementation Plan. This form will be resubmitted upon completion of program assessment no later that two weeks after completion of the academic program year.

Assessment Plan Surgical Technology Academic year – 2006-2007

Program Goals: Upon completion of the Surgical Technology Program at Bismarck State College, students will be able to demonstrate the mechanical, technical and communication skills necessary to gain entry-level employment as a surgical technologist.

Program Objectives	Program Competencies	Assessment Methods	Courses Assessed In	Implementation Plan	Measure Results	Changes Planned	Follow-up Requirements
Upon completing the Surgical Technology Program, students should be able to demonstrate mechanical skills outlined in the competency areas.	2. Demonstrates knowledge of aseptic technique and basic surgical case preparation skills.	Pre/Post Test	SRGT 120 and SRGT 130	The Pre-test is given the first week of SRGT 120 & SRGT 130 and the post test is given the last week of the semester.	SRGT 120- 100% failed the pre-test. 83% passed the post-test. SRGT 130- 100% failed the pre-test. 89% passed the post-test.	Pre and Post Tests will continue to be given to assess the students' progress.	
		Performance Demonstration	SRGT 250, SRGT 260, SRGT 120L, and SRGT 280	Students will demonstrate skills throughout the semester in SRGT 250, at midterm in SRGT 260 and in the final weeks of SRGT 120L & SRGT 280.	SRGT 250- 6 of the 11 students scored lower than a 75% on this performance demonstration SRGT 260- 100% passed the skills evaluations in this course. SRGT 120L- All students passed the final skills evaluation in this class. SRGT 280- All students passed the Clinical Rotation.	The skills demonstrations for SRGT 250, 260, and 120L will continue to be evaluated for this competency because it is the basis for clinical practice. The skills demonstrations for SRGT 280 will continue to be evaluated for this competency because it is the basis for graduation and job readiness.	Program officials deemed it necessary to place a greater emphasis on the skills learned in SRGT 250, rather than weighing these skills the same as instrumentation exams. Therefore, point values for the final skills demonstration for SRGT 250 were increased to reflect this stronger weight. In the future, students will have to score at least a 75% on this skills demonstration in order to continue on to SRGT 280.

		Program Assessment Exam (PAE)	SRGT 280	This exam is given in the final week of SRGT 280	5 of the 9 students did not pass this area of the PAE with an average of 61.11%.		
		Employer Survey	Entire Program	6 Months after graduation	Completed six months after graduation, the class of 2006 received high ratings from all employers. 100% of surveys returned rated graduates at meets or exceeds expectations.	This exceeds the benchmark of 70-85% by the national accrediting agency.	
	3. Demonstrates knowledge of basic instruments, supplies, and equipment.	Pre/Post Test	SRGT 120 and SRGT 130	The Pre-test is given the first week of SRGT 120 & SRGT 130 and the post test is given the last week of the semester.	SRGT 120- 100% failed the pre-test and 84% passed the post-test. SRGT 130- 100% failed the pre-test and 89% passed the post-test.	Pre and Post Tests will continue to be given to assess the students' progress.	
		Performance Demonstration	SRGT 250, SRGT 120L, and SRGT 280	Students will demonstrate skills throughout the semester in SRGT 250 and in the final weeks of SRGT 120L, & SRGT 280.	SRGT 250- 6 of the 11 students scored lower than a 75% on this performance demonstration. SRGT 120L- All students passed the final skills evaluation in this class. SRGT 280- All students passed the Clinical Rotation.	The skills demonstrations for SRGT 250 and 120L will continue to be evaluated for this competency because it is the basis for clinical practice. The skills demonstrations for SRGT 280 will continue to be evaluated for this competency because it is the basis for graduation and job readiness.	Program officials deemed it necessary to place a greater emphasis on the skills learned in SRGT 250, rather than weighing these skills the same as instrumentation exams. Therefore, point values for the final skills demonstration for SRGT 250 were increased to reflect this stronger weight. In the future, students will have to score at least a 75% on this skills demonstration in order to continue on to SRGT 280.

		PAE	SRGT 280 and SRGT 240	This exam is given in the final week of SRGT 280	All 9 students passed this area of the PAE exam with an average of 78.31%.	This meets the benchmark of 70-85% by the national accrediting agency.	More review is planned during the Friday meetings of this class.
		Employer Survey	Entire Program	6 Months after graduation	Completed six months after graduation, the class of 2006 received high ratings from all employers. 100% of surveys returned rated graduates at meets or exceeds expectations.	This exceeds the benchmark of 70-85% by the national accrediting agency.	
Upon Completing the Surgical Technology Program, students should be able to demonstrate technical skills outlined in the competency areas.	1. Demonstrates knowledge of basic science.	Pre/Post Test	SRGT 105	The Pre-test is given the first week of SRGT 105 and the post test is given the last week of the semester.	100% failed the pre-test. 85% passed the post-test.	Pre and Post Tests will continue to be given to assess the students' progress.	
		Performance Demonstration	SRGT 250, SRGT 260, SRGT 120L, and SRGT 280	Students will demonstrate skills throughout the semester in SRGT 250, at midterm in SRGT 260 and in the final weeks of SRGT 120L, & SRGT 280.	SRGT 250- 6 of the 11 students scored lower than a 75% on this performance demonstration. SRGT 260- 100% passed the skills evaluations in this course. SRGT 120L- All students passed the final skills evaluation in this class. SRGT 280- All students passed the Clinical Rotation.	The skills demonstrations for SRGT 250, 260, and 120L will continue to be evaluated for this competency because it is the basis for clinical practice. The skills demonstrations for SRGT 280 will continue to be evaluated for this competency because it is the basis for graduation and job readiness.	Program officials deemed it necessary to place a greater emphasis on the skills learned in SRGT 250, rather than weighing these skills the same as instrumentation exams. Therefore, point values for the final skills demonstration for SRGT 250 were increased to reflect this stronger weight. In the future, students will have to score at least a 75% on this skills demonstration in order to continue on to SRGT 280.

		PAE	SRGT 280 and SRGT 240	This exam is given in the final week of SRGT 280	All 9 students passed the Related Science area of the PAE exam with an average of 86.22%, the Basic Science area with an average of 70.37%, and the Biomedical Science area, with an average of 70.14%.	The scores in the Related Science area exceed the benchmark of 70-85% by the national accrediting agency. The Basic and Biomedical Science areas meet the benchmark of 70-85% by the national accrediting agency.	More review is planned during the Friday meetings of this class.
		Employer Survey	Entire Program	6 Months after graduation	Completed six months after graduation, the class of 2006 received high ratings from all employers. 100% of surveys returned rated graduates at meets or exceeds expectations.	This exceeds the benchmark of 70-85% by the national accrediting agency.	
	4. Demonstrates knowledge of frequently used surgical procedures, including the role of first scrub on all.	Performance Demonstration	SRGT 250, SRGT 120L, and SRGT 280	Students will demonstrate skills throughout the semester in SRGT 250 and in the final weeks of SRGT 120L, & SRGT 280. & 280.	SRGT 250- 6 of the 11 students scored lower than a 75% on this performance demonstration. SRGT 120L- All students passed the final skills evaluation in this class. SRGT 280- All students passed the Clinical Rotation.	The skills demonstrations for SRGT 250 and 120L will continue to be evaluated for this competency because it is the basis for clinical practice. The skills demonstrations for SRGT 280 will continue to be evaluated for this competency because it is the basis for graduation and	Program officials deemed it necessary to place a greater emphasis on the skills learned in SRGT 250, rather than weighing these skills the same as instrumentation exams. Therefore, point values for the final skills demonstration for SRGT 250 were increased to reflect this stronger weight. In the future, students will have to score at least a 75% on this skills demonstration in

						job readiness.	order to continue on to SRGT 280.
		PAE	SRGT 280 and SRGT 240	This exam is given in the final week of SRGT 280	All 9 students passed the Intra OP Sterile area of the PAE exam, with an average of 70.71%. 3 students did not pass the Procedures area with an average of 68.25%.	The scores for the Intra Op Sterile area meet the benchmark of 70-85% by the national accrediting agency.	
		Employer Survey	Entire Program	6 Months after graduation	Completed six months after graduation, the class of 2006 received high ratings from all employers. 100% of surveys returned rated graduates at meets or exceeds expectations.	This exceeds the benchmark of 70-85% by the national accrediting agency.	
Upon Completing the Surgical Technology Program, students should be able to demonstrate communication skills required to successfully act as an entry-level surgical technologist.	5. Demonstrates knowledge of patient care skills.	Performance Demonstration	SRGT 260, SRGT 120L, and SRGT 280.	Students will demonstrate skills at midterm in SRGT 260 and in the final weeks of SRGT 120L & SRGT 280.	SRGT 260- All students passed the final skills evaluation in this class. SRGT 120L- All students passed the final skills evaluation in this class. SRGT 280- All students passed the Clinical Rotation.	The skills demonstrations for SRGT 260 and 120L will continue to be evaluated for this competency because it is the basis for clinical practice. The skills demonstrations for SRGT 280 will continue to be evaluated for this competency because it is the basis for graduation and job readiness.	

		PAE	SRGT 280	This exam is given in the final week of SRGT 280	All 9 students passed this area of the PAE exam with an average of 81.25%.	This exceeds the benchmark of 70-85% by the national accrediting agency.	More review is planned during the Friday meetings of this class.
		Employer Survey	Entire Program	6 Months after graduation	Completed six months after graduation, the class of 2006 received high ratings from all employers. 100% of surveys returned rated graduates at meets or exceeds expectations.	This exceeds the benchmark of 70-85% by the national accrediting agency.	
	6. Demonstrates responsible behavior as a health care professional, including knowledge of patients' rights, ethical standards, legal aspects of practice, and knowledge of occupational hazards.	Pre/Post Test	SRGT 215	The Pre-test is given the first week of SRGT 215 and the post test is given the last week of the semester.	100% failed the pre-test. 99% passed the post-test.	Pre and Post Tests will continue to be given to assess the students' progress.	
		Performance Demonstration	SRGT 250, SRGT 120L, and SRGT 280	Students will demonstrate skills throughout the semester in SRGT 250 and in the final weeks of SRGT 120L & SRGT 280.	SRGT 250- 6 of the 11 students scored lower than a 75% on this performance demonstration. SRGT 120L- All students passed the final skills evaluation in this class. SRGT 280- All students passed the Clinical Rotation.	The skills demonstrations for SRGT 250 and 120L will continue to be evaluated for this competency because it is the basis for clinical practice. The skills demonstrations for SRGT 280 will continue to be evaluated for this competency because it is the	Program officials deemed it necessary to place a greater emphasis on the skills learned in SRGT 250, rather than weighing these skills the same as instrumentation exams. Therefore, point values for the final skills demonstration for SRGT 250 were increased to reflect this stronger weight. In the future, students will have to score at

						basis for graduation and job readiness.	least a 75% on this skills demonstration in order to continue on to SRGT 280.
		PAE	SRGT 280	This exam is given in the final week of SRGT 280	All 9 students passed this area of the PAE exam with an average of 84.44%.	This exceeds the benchmark of 70-85% by the national accrediting agency.	More review is planned during the Friday meetings of this class.
		Employer Survey	Entire Program	6 Months after graduation	Completed six months after graduation, the class of 2006 received high ratings from all employers. 100% of surveys returned rated graduates at meets or exceeds expectations.	This exceeds the benchmark of 70-85% by the national accrediting agency.	

Implementation Plan Submitted Date: November 20, 2006

Person responsible for program assessment: Jean Hinton and Trudy Riehl

Please submit this matrix to your group leader upon completion of the Implementation Plan. This form will be resubmitted upon completion of program assessment no later than two weeks after completion of the academic program year.

Competencies:

1. Demonstrates knowledge of basic science.
2. Demonstrates knowledge of aseptic technique and basic surgical case preparation.
3. Demonstrates knowledge of basic instruments, supplies, and equipment.
4. Demonstrates knowledge of frequently used surgical procedures, including the role of first scrub on all basic surgical cases.
5. Demonstrates knowledge of patient care skills.
6. Demonstrates responsible behavior as a healthcare professional, including knowledge of patients' rights, ethical standards, legal aspects of practice, and knowledge of occupational hazards.

Courses:

- A. SRGT 105 Medical Terminology
- B. SRGT 110 Introduction to Surg Tech
- C. SRGT 120 Intro to Surgical Procedures
- D. SRGT 120L Procedures Lab
- E. SRGT 130 Intro to Surgical Materials
- F. SRGT 130L Materials Lab
- G. SRGT 240 Specialty Surgical Procedures
- H. SRGT 250 Surgical Procedures Lab
- I. SRGT 260 Professional Skills
- J. SRGT 280 Clinical Internship
- K. SRGT 215 Pharmacology for Surg. Tech.