students. Faculty attended the Umoja Summer Learning Institute and learned instructional strategies for their classrooms. The first class to be offered with an "Umoja focus" was PDEV C101 in fall 2017.

Student Equity: Gaps to be Addressed

Ethnicity: African American

Gap Identified:

African-American students are much less likely to persist from semester to semester and successfully complete their courses in their first year. The expansion of our new technologies and targeted outreach and in-reach will provide opportunities to engage African-American students and develop new strategies for improved outcomes. In fall 2017, the Umoja program was developed to help address gaps in this area as well. The counseling department has a dedicated counselor supporting students in the Umoja program, teaching PDEV C101 – Becoming a Master Student, and supporting other student service activities for the program. The counseling department will continue to work closely with the Director of Student Equity as the Umoja program expands.

Socioeconomic Status: Economically Disadvantaged

Gap Identified:

Foster Youth - The college does not have a consistent strategy for identifying and reaching out to foster youth. As this is a high-risk group, we need ways to improve access and develop strategies around improved identification and support for foster youth. The counseling department work both internally to identify foster youth and with external community partners to provide outreach materials and engage potential students. The department will work closely with A&R and Financial Aid to partner in this initiative. Our Educational Advisor who focuses on outreach activities will be our point person for this initiative. We expect to develop targeted outreach materials to support these activities.

Outcomes Assessment: Actions Taken

Actions taken in the prior academic year

Non-instructional Outcomes Assessment: Actions Taken

A new online orientation was developed with participation from students, faculty, and staff and recently launched in summer 2017. The design and filming for the orientation took the entire year and was a collaborative process among counseling and other departments. This new online orientation is a much more robust and interactive experience for both new and returning students. In addition to the new orientation, the college worked with the same vendor to develop instructional videos for students. These instructional videos were designed to support students through some of the more difficult processes at the college. These videos are embedded within the online orientation but are also housed outside of the orientation on the college website and used in class presentations.

The counseling department has worked at revising the assessment/placement process to ensure students are being accurately placed into appropriate English and math courses. In order to maximize placement and adhere to existing research protocols, the college has aligned the assessment and placement process to the recommendations from the Multiple Measures Assessment Project (MMAP). Using these recommendations, the Counseling, Math, and English departments developed a Multiple Measures Guide in 2017. The department began collecting data to track placements in spring 2017 and will be working with our Institutional Researcher to begin evaluating that data. The college is also participating in the Common Assessment Initiative (CAI) and has completed some pilot testing of the new assessment. Our college will continue as an early adopter in the CAI but the initiative is currently on hold by the state.

Efforts to involve faculty in the completion of core services has been gaining momentum. These include activities such as Class to Career and the development of a Faculty Guide to SSSP. Class to Career presentations were revised and new videos were developed for online classes and to enhance on-ground presentations. These workshops have been expanded and are available to all classes across the sites. The presentations encourage students to complete core services, provide information on transfer, financial aid, and other resources. The counseling department has also been inviting academic departments to attend counseling staff meetings in an effort to improve communication, partnerships, and the completion of core services. This has helped with some academic departments adopting strategies within the classroom to complete services such as the long-term education plan.

The department has been evaluating MIS data procedure, collection, and evaluation to determine the need for training, further evaluation, and next steps. Based on some audit findings, staff were directed to change some data collection methods which seemed to cause additional confusion. The Director recently consulted with Porterville College and is going to retrain staff on data collection procedures. In addition, the Director will meet with IR to review our data collection procedures and evaluate the existing data to ensure it is being captured accurately.

Instructional Outcomes Assessment: Actions Taken

COUN C101 (Tools for College Success)

The counseling faculty revised the course description and Student Learning Outcomes (SLOs) for COUN C101 which were approved in fall 2016. In spring 2017, the counseling faculty developed assignments and rubrics to assess the new SLOs. Data will be collected for COUN C101 during the fall 2017 and spring 2018 using the new SLO's, assignments, rubrics. Once the SLOs have been assessed for two semesters, counseling faculty will meet to review the data and revise the assignments/rubrics if needed.

PDEV C052 (Becoming a Successful Online Student)

After discussions in 2016-2017, it was determined that the PDEV C052 course description and SLOs will be revised and submitted to CIC in fall 2017.

PDEV C101 (Becoming a Master Student)

Discussions will begin this year regarding revisions that need to be made to PDEV C101's course description and the course's seven student learning outcomes.

PDEV C100 (Student Success Career Pathway)

PDEV C100 was offered for the first time in fall 2016 as a dual enrollment course at Tehachapi High School and California City High School. Tehachapi High School offered PDEV C100 as a dual enrollment course in spring 2017. SLO data was collected via a class survey for each semester.

Assessments completed in the prior academic year

Non-instructional Assessments:

Overview of Core Services/Matriculation Data (see attachment for matriculation data)

Overall, the completion of core services has decreased during the past year. This varies from site to site but in general the numbers of students completing orientation, counseling, and education planning have decreased. The exception to this is that the number of students completing the assessment process has increased across sites. The number of students completing abbreviated education plans increased by 5% but the number of students completed comprehensive education plans decreased by 3% overall. Again, these numbers vary from site to site. Some of our sites have increased the completion numbers of both abbreviated and comprehensive education plans while others have decreased but overall less students are completing these services at all sites. Counseling services had an increase in 2015-16 from 51% to 60% and then decreased in 2017-18 back to 49%. Overall, our services for students at a distance (online students or students not near a campus) have increased. For students that we serve at a distance, from 2014-15 to 2016-17, the completion of assessment increased from 22% to 35%; completion of orientation increased from 30% to 49%; completion of counseling increased from 32% to 40%; and completion of an education plan increased from 16% to 29%.

Class to Career

In fall 2016, 232 students were enrolled in the classes that received Class-to-Career presentations. Of those students, 73 (31%) had completed a long-term education plan prior to the Class-to-Career presentation. After the presentation, 91 additional students completed a long-term education plan. Our SSSP student worker contacted the students who had not completed education plans to invite them to do so. Of the students she called, five completed long-term education plans afterwards. Thus, 96 students (41%) completed education plans after the presentation and follow-up contact. This equates to a 31.5% increase in the number of students who completed long-term education plans after the presentation, as opposed to before. There are other variables that most likely contributed to this increase, in addition to the Class-to-Career presentation. The department will be working with our IR department to further evaluate the impact of Class to Career and develop annual unit outcomes associated with this program.

Early Alert

Ethnicity: Filipino, Asian, Pacific Islander

Gap Identified:

In English classes, Asian/Filipino/Pacific Islanders have a success rate ten points below the college-wide success rate for Asian/Filipino/Pacific Islanders.

As the gaps in student success is wide spread across multiple groups, at the suggestion of the Student Equity director, the department will coordinate with the Institutional research to disaggregate data on the effectiveness of the engagement survey and early diagnostic to improve retention and success.

Ethnicity: Two or More Races

Gap Identified:

Students of two or more races, in English classes, have a success rate ten points below the college-wide success rate for students of two or more races.

As the gaps in student success is wide spread across multiple groups, at the suggestion of the Student Equity director, the department will coordinate with the Institutional research to disaggregate data on the effectiveness of the engagement survey and early diagnostic to improve retention and success.

Ethnicity: White

Gap Identified:

In English classes, white students succeed at a rate eight points below the college-wide success rate for white students.

As the gaps in student success is wide spread across multiple groups, at the suggestion of the Student Equity director, the department will coordinate with the Institutional research to disaggregate data on the effectiveness of the engagement survey and early diagnostic to improve retention and success.

Gender: Male

Gap Identified:

Male students, in English classes, have a success rate thirteen points below the success rate of male students college wide.

As the gaps in student success is wide spread across multiple groups, at the suggestion of the Student Equity director, the department will coordinate with the Institutional research to disaggregate data on the effectiveness of the engagement survey and early diagnostic to improve retention and success.

Outcomes Assessment: Actions Taken

Actions taken in the prior academic year

A review of the elements of writing and MLA was incorporated into English C242 as a result of an SLO gap identified in the assessment of English C241 the previous semester.

Assessments completed in the prior academic year

SLO assessments were completed in English C231 from the Spring of 2015, English C222 from Fall of 2016, English C222H from Fall of 2016, English 241 from Spring of 2016, and English C242 from Fall of 2016. English 241 was the only one to fail to achieve target SLO outcomes in SLO 6 (research appropriate primary and secondary sources and apply documentation skill without plagiarism). The rate of completion for this SLO was 52%, well below the target of 70% and significantly below the successful

completion rates of the other SLOs. The suggested remedy was an incorporation of a review of the elements of the writing process and MLA. That remediation was incorporated into the offering of English C242 for the Fall of 2016. Success rate for that SLO rose to an acceptable 85%.

Outcomes Assessment: Gaps to be Addressed

English C241, SLO 6 (Research appropriate primary and secondary sources and apply documentation skills without plagiarism).

Type:

SLO

Target Missed/Gap Detected:

Students achieved success on this SLO at a rate of 52%, well below the target of 70% success.

Type of Gap:

Student unpreparedness in reading, writing, or math. Student unpreparedness in research skills.

Analysis and Plan for Improvement:

The plan for improvement is to include a review of the writing process and MLA in subsequent classes. This remediation was incorporated into English C242 offered the next semester.

Anticipated Semester for Implementing Planned Improvements:

Spring of 2018

Anticipated Semester of Next Assessment:

Fall of 2018

Program Review: Actions Taken

English AA Transfer Degree

Year of Last Program Review:

N/A

Actions Taken in the Prior Year to Address Strategies:

Strategies Still to be Addressed:

Annual Planning: Actions Taken

Increase Enrollment in On-Ground Spanish Class

Spanish C100, Basic Conversational Spanish, was offered, but with limited enrollment.

Improve Student Completion of Basic Skills Writing Classes

Working with the LAC Coordinator, basic writing faculty participated in an acceleration training at Porterville College in the Summer

Counties making $41.91 per hour. The DIR website also shows the prevailing wage for an iron worker in the same counties making $34.75 per hour. These are just examples showing that there are much higher wages in a diverse field that require the individual to be a skilled welder.

Perkins Indicator 4 Employment Top Code 9650.50
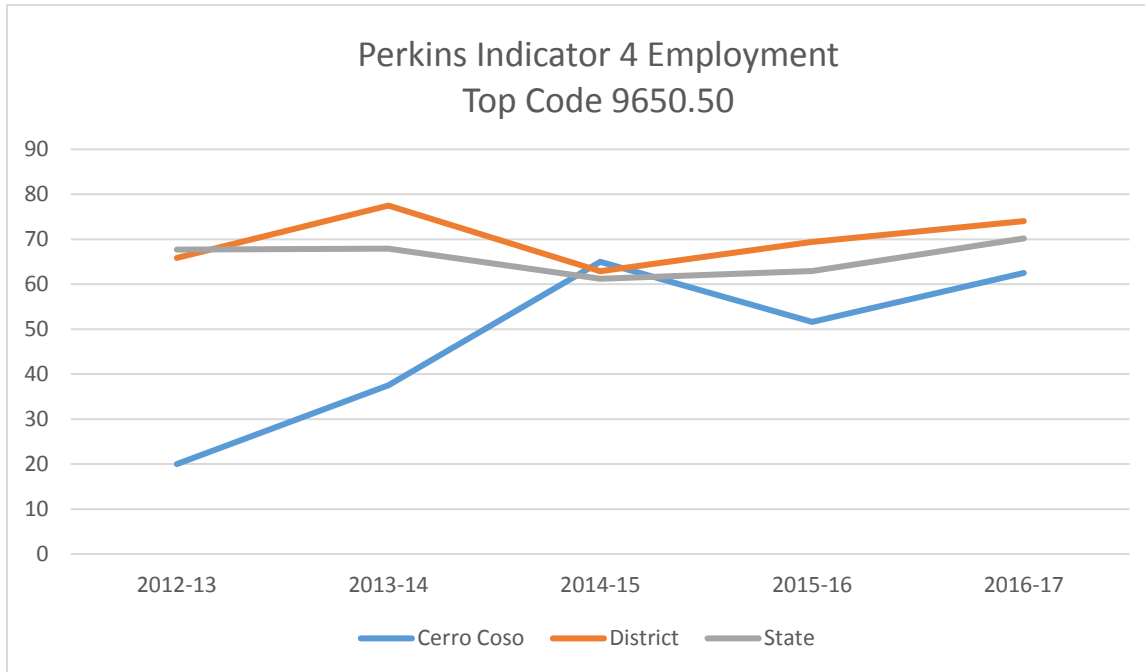
Source: CCCCO Perkins Core Indicators Reports

3. Achievement of Program Learning Outcomes

PLO 1:	Demonstrate competency in major welding processes used in industry
Target:	90%
Assessment Method:	Projects from WELD C101, WELD C102, WELD C200, WELD C203. All students who were actively participating in the course were used in the denominator.
Assessment Date:	Fall 2016
Recent Results:	95%
PLO 2:	Apply the use of hand tools and shop equipment to fabricate projects
Target:	90%
Assessment Method:	A project given in WELD C210. All students who were actively participating in the course were used in the denominator.
Assessment Date:	Fall 2016
Recent Results:	100%

PLO 3:	Recognize and interpret technical drawings in the planning and fabrication of drawings.
Target:	80%
Assessment Method:	Exam given in DRFT C108. All students who were actively participating in the course were used in the denominator.
Assessment Date:	Fall 2016
Recent Results:	87.5%
PLO 4:	Demonstrate appropriate workplace safety policies and procedurs during welding and fabrication of projects
Target:	95%
Assessment Method:	An exam given in WELD C101, WELD C102, WELD C200, and WELD C203. All students who were actively participating in the course were used in the denominator.
Assessment Date:	Fall 2016
Recent Results:	100%
PLO 5:	Apply mathematical concepts to solve problems related to an industrial/technical environment
Target:	90%
Assessment Method:	Exam given in INDE C060. All students who were actively participating in the course were used in the denominator.
Assessment Date:	Fall 2016
Recent Results:	95%

		Assessment History Summary					
PLO #	**Target**	**Semester**	**Met?**	**Semester**	**Met?**		
PLO 1	75%	FA09	Yes	FA16	Yes		
PLO 2	75%	FA09	Yes	FA16	Yes		
PLO 3	75%	FA09	Yes	FA16	Yes		
PLO 4	75%	FA09	Yes	FA16	Yes		
PLO 5				FA16	Yes		

a. Gaps and Improvements Made

There are currently no gaps in program learning outcomes.

b. Summary of Program Learning Outcome Achievement

Achievment of program learning outcomes were high when the outcomes were previously assessed. It was thought then by the department that the target was too low. The target has since been increased.

Program learning outcome 5 is new to the program and was first assessed in Fall 2016 with the other program learning outcomes.

Learning outcomes are discussed between department full-time and adjunct faculty during department meetings and flex days. Learning outcomes are also discussed at advisory meetings. We believe that the current learning outcomes are satisfactory and should not require major change in the near future.

4. Achievement of Course Student Learning Outcomes

Course	SLO #	Target	5-Year Assessment History					
			Semester	Met?	Semester	Met?	Semester	Met?
WELD C101	SLO 1	95%	FA15	Yes				
	SLO 2	95%	FA15	Yes				
	SLO 3	95%	FA15	Yes				
	SLO 4	95%	FA15	Yes				
	SLO 5	95%	FA15	Yes				
	SLO 6	95%	FA15	Yes				
WELD C102	SLO 1	100%	FA11	Yes	FA17	Yes		
	SLO 2	100%	FA11	Yes	FA17	Yes		
	SLO 3	75%	FA11	Yes	FA17	Yes		
	SLO 4	75%	FA11	Yes	FA17	Yes		
WELD C200	SLO 1	95%	FA15	Yes	FA17	Yes		
	SLO 2	95%	FA15	Yes	FA17	Yes		
	SLO 3	95%	FA15	Yes	FA17	Yes		
	SLO 4	95%	FA15	Yes	FA17	Yes		
	SLO 5	95%	FA15	Yes				
	SLO 6	95%	FA15	Yes				
	SLO 7	95%	FA15	No				
	SLO 8	90%	FA15	Yes				
WELD C203	SLO 1	100%	FA17	Yes				
	SLO 2	75%	FA17	Yes				
	SLO 3	75%	FA17	Yes				
	SLO 4	75%	FA17	Yes				
WELD C204	SLO 1	95%	SP16	Yes				
	SLO 2	75%	SP16	Yes				
	SLO 3	75%	SP16	Yes				
	SLO 4	75%	SP16	Yes				
	SLO 5	75%	SP16	Yes				
WELD C210	SLO 1	100%	FA14	Yes	FA17	Yes		

	SLO 2	80%	FA14	Yes	FA17	Yes		
	SLO 3	80%	FA14	Yes	FA17	Yes		
	SLO 4	80%	FA14	Yes	FA17	Yes		
	SLO 5	80%	FA14	Yes	FA17	Yes		
DRFT C108	SLO 1	70%	FA14	Yes	FA17	Yes		
	SLO 2	80%	FA14	Yes	FA17	Yes		
	SLO 3	80%	FA14	No	FA17	Yes		
	SLO 4	80%	FA14	Yes	FA17	Yes		
INDE C060	SLO 1	65%	SP16	Yes				
	SLO 2	65%	SP16	Yes				
	SLO 3	65%	SP16	No				
MCTL C107	SLO 1	100%	SP12	Yes	FA17	Yes		
	SLO 2	80%	SP12	Yes	FA17	Yes		
	SLO 3	80%	SP12	Yes	FA17	Yes		
	SLO 4	90%	SP12	Yes	FA17	Yes		

a. Gaps and Improvements Made

WELD C200 – Control the quality of the weld by changing the electrode extension and gun angle.
Target: 95%
Reason for Gap: There were only 11 students registered in this course when the outcome was assessed. The result was 10 of 11 students succefully completing this outcome equalling a 91% success rate. With only one student not meeting the outcome there was not immediate cause for concern. You will notice that in Fall 2017, the course outcomes were assessed again, however there were only four student learning outcomes. The course has been revised since Fall 2015 assessments and the number of outcomes were decreased.

DRFT C108 – Recognize and understand symbology used on working drawings.
Target: 80%
Reason for Gap: 13 of 17 students were successful in completing this outcome, resulting in a 76% success rate. There has been discussion within the department to allow more time during this course for this section of work.

INDE C060 – Solve trade related word problems using algebra, geometry, and trigonometry.
Target: 65%
Reason for gap: 11 of 20 students were successful in completing this outcome, resulting in a 55% success rate. More time has been allowed for this section during the course.

b. Summary of Student Learning Outcome Achievement

There are 39 student learning outcomes in the welding program. Of those 39 student learning outcomes, only three were not met in the last five years. Some of the targets are high compared to other programs; however, the faculty feel that it is necessary to ensure we are sending well-qualified people out into the workforce.

Full-time and adjunct faculty have extensive dialogue in department meetings about what is expected when completing student learning outcomes. Adjunct faculty are kept up to date on any changes that may be made to student learning outcomes or where to input assessments.

5. Assessment Schedule for Next Program Review Cycle

	Year 1	Year 2	Year 3	Year 4
PLOs				
PLO 1				X
PLO 2				X
PLO 3				X
PLO 4				X
	Year 1	**Year 2**	**Year 3**	**Year 4**
SLOs				
WELD C101				
SLO 1			X	
SLO 2			X	
SLO 3			X	
SLO 4			X	
SLO 5			X	
SLO 6			X	
WELD C102				
SLO 1			X	
SLO 2			X	
SLO 3			X	
SLO 4			X	
WELD C200				
SLO 1			X	
SLO 2			X	
SLO 3			X	
SLO 4			X	
SLO 5			X	

SLO 6			**X**	
SLO 7			**X**	
SLO 8			**X**	
WELD C203				
SLO 1			**X**	
SLO 2			**X**	
SLO 3			**X**	
SLO 4			**X**	
WELD C204				
SLO 1			**X**	
SLO 2			**X**	
SLO 3			**X**	
SLO 4			**X**	
SLO 5			**X**	
WELD C210				
SLO 1			**X**	
SLO 2			**X**	
SLO 3			**X**	
SLO 4			**X**	
SLO 5			**X**	
DRFT C108				
SLO 1			**X**	
SLO 2			**X**	
SLO 3			**X**	
SLO 4			**X**	
INDE C060				
SLO 1			**X**	
SLO 2			**X**	
SLO 3			**X**	
MCTL C107				
SLO 1			**X**	
SLO 2			**X**	
SLO 3			**X**	
SLO 4			**X**	

Part 5 – Action Plans

1. Analysis of Current Program Strengths

Business Program Awards

Business Program Awards — stacked bar chart. Values by year (Business, Business Administration, Management):
- 2010-2011: 14, 27, 15
- 2011-2012: 8, 26, 7
- 2012-2013: 8, 27, 3
- 2013-2014: 9, 15, 5
- 2014-2015: 11, 26, 6

Legend: ■ Business ■ Business Administration ■ Management
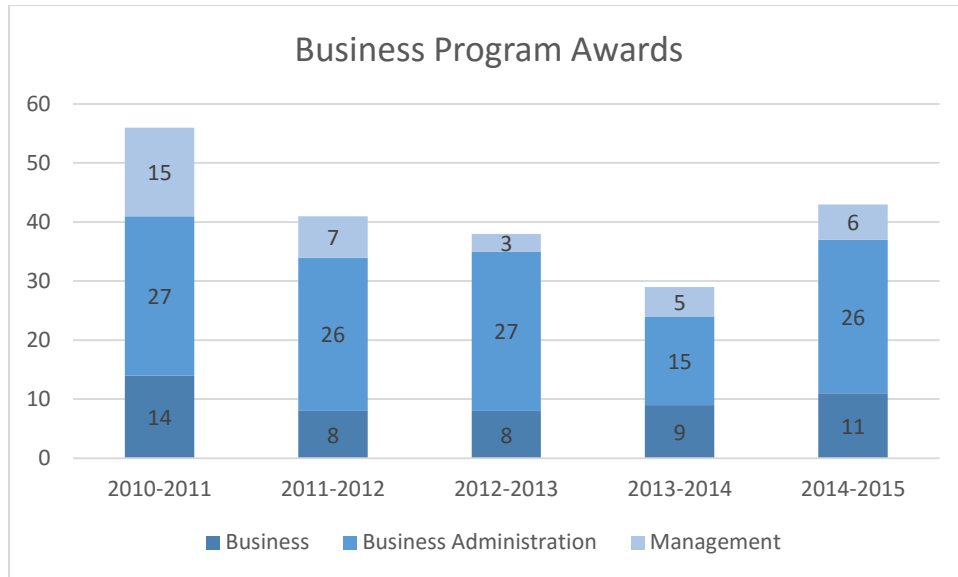
2. Employment Data *(CTE Programs Only)*

Advisory Committees at the IWV and ESCC campuses meet yearly. Committee members have expressed satisfaction in the program's degrees, certificates, and courses and their preparation for employment. The concentration on communication and analytic skills was deemed essential to today's workplace. At this point in time, however, employment tracking of students is not done. In informal classroom discussions, many students have identified that they are taking courses in the program for job advancement and acquisition.

3. Achievement of Program Learning Outcomes

	Business Administration AS-T Degree
PLO A:	Explain the nature of business, business operations, business organization, and business procedures.
Target:	The target for this PLO is for 70% of students to pass the PLO assessment(s) at 70% or higher.
Assessment Method:	Assessed with an exam, scored by rubric.
Assessment Date:	Fall 2015
Recent Results:	During the Fall 2014, Spring 2015, and Summer 2015 semesters, final exam results from 6 sections of BSAD 100 were used. During that time-frame, 135 students finished the course but only 106 attempted the final exam. Of those 106, 100 (94%) successfully passed the exam with a score of 70% or higher.

Analysis and Plan for Improvement and Reassessment:	The students performed above the expected target. As a result, there is no plan for improvement. The program will be reassessed during the next program review.
PLO B:	Apply critical thinking skills (analysis, synthesis, and evaluation) to technical and economic issues in a business environment.
Target:	The target for this PLO is for 70% of students to pass the PLO assessment(s) at 70% or higher.
Assessment Method:	Assessed with an exam, scored by rubric.
Assessment Date:	Fall 2015
Recent Results:	There were 6 sections of Financial Accounting examined. During that time frame, 130 students finished the course but only 117 attempted the final exam. Of those 117, 71 (61%) successfully passed the exam with a score of 70% or higher. There were 2 sections of Managerial Accounting examined. During that time frame, 31 students finished the course but only 30 attempted the final exam. Of those 30, 14 (47%) successfully passed the exam with a score of 70% or higher.
Analysis and Plan for Improvement and Reassessment:	As a whole, students performed below the current target. The courses are difficult for students. The use of, and preparation for the final exam as it relates to the coursework for the accounting courses will be examined in the future. In addition, the target threshold for the PLO will be re-examined. The program will be reassessed during the next program review.
PLO C:	Recognize and demonstrate skills necessary to function effectively in the global economy.
Target:	The target for this PLO is for 70% of students to pass the PLO assessment(s) at 70% or higher.
Assessment Method:	Assessed with an exam, scored by rubric.
Assessment Date:	Fall 2015
Recent Results:	During the Spring 2013 semester, final exam results from 1 section of ECON 103 were used. During that semester 30 students finished the course but only 22 attempted the final exam. Of those 22, 13 (59%) successfully passed the exam with a score of 70% or higher.
Analysis and Plan for Improvement and Reassessment:	ECON 103 is a course that satisfies general education requirements. Because of this, a wide variety of students take the course including many, non-business majors. The next assessment will be based on the revised course which now includes Math 50 as a prerequisite. It is expected that this will affect the results in a positive way.

	Business AS Degree and Certificate of Achievement
PLO A:	Explain the importance of the functional areas of business, business operations, business organizations, and business procedures.
Target:	The target for this PLO is for 70% of students to pass the PLO assessment(s) at 70% or higher.
Assessment Method:	Assessed with an exam, scored by rubric.

Assessment Date:	Fall 2015
Recent Results:	During the Fall 2014, Spring 2015, and Summer 2015 semesters, final exam results from 6 sections of BSAD 100 were used. During that time-frame, 135 students finished the course but only 106 attempted the final exam. Of those 106, 100 (94%) successfully passed the exam with a score of 70% or higher
Analysis and Plan for Improvement and Reassessment:	The students performed above the expected target. As a result, there is no plan for improvement. The program will be reassessed during the next program review.
PLO B:	Apply critical thinking skills (analysis, synthesis, and evaluation) to technical and economic issues in a business environment.
Target:	The target for this PLO is for 70% of students to pass the PLO assessment(s) at 70% or higher.
Assessment Method:	Assessed with an exam, scored by rubric.
Assessment Date:	Fall 2015
Recent Results:	There were 6 sections of financial Accounting examined. During that time frame, 130 students finished the course but only 117 attempted the final exam. Of those 117, 71 (61%) successfully passed the exam with a score of 70% or higher. During the Spring 2015 and Summer 2015 semesters, final exam results from 2 sections of BSAD 110 were used. During that timeframe, 44 students finished the course but only 39 attempted the final exam. Of those 39, 39 (100%) successfully passed the exam with a score of 70% or higher. There were 2 sections of Principles of Management examined. During that time frame, 56 students finished the course but only 54 attempted the mid-term and final exam. Of those 54, 49 (91%) successfully passed the exam with a score of 70% or higher. Consolidating the above results in 210 students taking the exams with 159 (76%) scoring above 70%.
Analysis and Plan for Improvement and Reassessment:	As a whole, the students performed above the expected target for the consolidated courses. As a result, while there is no need for improvement, the use of, and preparation for the final exam as it relates to the coursework for the accounting course will be examined in the future. In addition, the target threshold for the PLO will be re-examined. The program will be reassessed during the next program review.
PLO C:	Make legal and ethical decisions in a business context.
Target:	The target for this PLO is for 70% of students to pass the PLO assessment(s) at 70% or higher.
Assessment Method:	Assessed with an exam, scored by rubric.
Assessment Date:	Fall 2015
Recent Results:	There were 4 sections of Business Law examined. During that time frame, 70 students finished the course but only 69 attempted SLO 2, 3 & 12. Of those 69, 50 (72%) successfully passed the exam with a score of 70% or higher.

	There were 2 sections of Managing Diversity examined. During that time frame, 33 students finished the course but only 30 attempted SLOs 1,2, and 5. Of those 30, 22 (73%) successfully completed SLOs 1,2 and 5 with a score of 70% or higher.
Analysis and Plan for Improvement and Reassessment:	The students performed above the expected target. As a result, there is no plan for improvement. The program will be reassessed during the next program review.
PLO D:	Analyze the issues involved in operating a business in complex, diverse, and international environments.
Target:	The target for this PLO is for 70% of students to pass the PLO assessment(s) at 70% or higher.
Assessment Method:	Assessed with an exam, scored by rubric.
Assessment Date:	Fall 2015
Recent Results:	There was only 1 section of Managing Diversity examined. During that time frame, 21 students finished the course but only 18 attempted SLOs 4 and 5. Of those 18, 13 (72%) successfully completed SLOs 4 and 5 with a score of 70% or higher.
Analysis and Plan for Improvement and Reassessment:	The students performed above the expected target. As a result, there is no plan for improvement. The program will be reassessed during the next program review.

	Management AS Degree and Certificate of Achievement
PLO A:	Demonstrate the ability to make ethical decisions in a managerial context.
Target:	The target for this PLO is for 70% of students to pass the PLO assessment(s) at 70% or higher.
Assessment Method:	Assessed with an exam, scored by rubric.
Assessment Date:	Fall 2015
Recent Results:	There were 4 sections of Business Law examined. During that time frame, 70 students finished the course but only 69 attempted SLOs 2, 3 & 12. Of those 69, 50 (72%) successfully completed the SLO assessments with a score of 70% or higher.
Analysis and Plan for Improvement and Reassessment:	The students performed above the expected target. As a result, there is no plan for improvement. The program will be reassessed during the next program review.
PLO B:	Demonstrate a general understanding of the nature of business.
Target:	The target for this PLO is for 70% of students to pass the PLO assessment(s) at 70% or higher.
Assessment Method:	Assessed with an exam, scored by rubric.
Assessment Date:	Fall 2015
Recent Results:	During the Fall 2014, Spring 2015, and Summer 2015 semesters, final exam results from 6 sections of BSAD 100 were used. During that time-frame, 135 students finished the course but only 106 attempted the final exam. Of those 106, 100 (94%) successfully passed the exam with a score of 70% or higher.

Analysis and Plan for Improvement and Reassessment:	The students performed above the expected target. As a result, there is no plan for improvement. The program will be reassessed during the next program review.
PLO C:	Apply critical thinking skills (analysis, synthesis, evaluation) to technical and managerial issues in a business environment
Target:	The target for this PLO is for 70% of students to pass the PLO assessment(s) at 70% or higher.
Assessment Method:	Assessed with an exam, scored by rubric.
Assessment Date:	Fall 2015
Recent Results:	There were 6 sections of Financial Accounting examined. During that time frame, 130 students finished the course but only 117 attempted the final exam. Of those 117, 71 (61%) successfully passed the exam with a score of 70% or higher. There were 2 sections of Managerial Accounting examined. During that time frame, 31 students finished the course but only 30 attempted the final exam. Of those 30, 14 (47%) successfully passed the exam with a score of 70% or higher. During the Spring 2015 and Summer 2015 semesters, final exam results from 2 sections of BSAD 110 were used. During that timeframe, 44 students finished the course but only 39 attempted the final exam. Of those 39, 39 (100%) successfully passed the exam with a score of 70% or higher. During the Fall 2013 and Fall 2014 semesters, final exam results from 2 sections of BSAD 220 were used. During that timeframe, 38 students finished the course but only 32 attempted the final exam. Of those 32, 29 (90.6%) successfully passed the exam with a score of 70% or higher. During the Spring 2015 semester, final exam results from 1 sections of BSAD 222 were used. During that timeframe, 8 students finished the course but only 7 attempted the final exam. Of those 7, 7 (100%) successfully passed the exam with a score of 70% or higher. Consolidating the above results in 225 students taking the exams with 160 (71%) scoring above 70%.
Analysis and Plan for Improvement and Reassessment:	As a whole, the students performed above the expected target for the courses. As a result, there is no plan for improvement. The program will be reassessed during the next program review.
PLO D:	Recognize skills necessary to provide management, supervision, and leadership in a diverse and complex environment.
Target:	The target for this PLO is for 70% of students to pass the PLO assessment(s) at 70% or higher.
Assessment Method:	Assessed with an exam, scored by rubric.
Assessment Date:	Fall 2015
Recent Results:	There were 2 sections of Human Resource Management examined. During that time frame, 38 students finished the course but only 30 attempted the final exam. Of those 30, 26 (87%) successfully passed the exam with a score of 70% or higher. There were 2 sections of Principles of Management examined. During that time frame,

	56 students finished the course but only 54 attempted the mid-term and final exam. Of those 54, 49 (91%) successfully passed the exam with a score of 70% or higher.
Analysis and Plan for Improvement and Reassessment:	The students performed above the expected target. As a result, there is no plan for improvement. The program will be reassessed during the next program review.

Business Administration AS-T			
Assessment History Summary			
PLO #	Target	Semester	Met?
PLO A	70%	FA15	Yes
PLO B	70%	FA15	No
PLO C	70%	FA15	No

Business AS Degree and Certificate of Acheivement			
Assessment History Summary			
PLO #	Target	Semester	Met?
PLO A	70%	FA15	Yes
PLO B	70%	FA15	Yes
PLO C	70%	FA15	Yes
PLO D	70%	FA15	Yes

Management AS Degree and Certificate of Acheivement			
Assessment History Summary			
PLO #	Target	Semester	Met?
PLO A	70%	FA15	Yes
PLO B	70%	FA15	Yes
PLO C	70%	FA15	Yes
PLO D	70%	FA15	Yes

a. Gaps and Improvements Made

As can be seen in the above tables, PLOs were not met in only two instances. Both were in the Business Administration AS-T degree. The program learning outcome, the full text of the outcome, the target and result are included below.

The first program learning outcome that was not met was PLO#B -- Apply critical thinking skills (analysis, synthesis, and evaluation) to technical and economic issues in a business environment. The target was for 70% of the students to past the assessment at 70% or higher. The results showed that 6 sections of Financial Accounting were examined. During that time frame, 130 students finished the course but only 117 attempted the final exam. Of those 117, 71 (61%) successfully passed the exam with a score of 70% or higher. Additionally, two sections of Managerial Accounting were examined. During that time frame,

31 students finished the course but only 30 attempted the final exam. Of those 30, 14 (47%) successfully passed the exam with a score of 70% or higher. The department understands that the the courses are difficult for students. The use of, and preparation for the final exam as it relates to the coursework for the accounting courses will be examined in the future. The program will be reassessed during the next program review.

The second program learning outcome that was not met was PLO#C -- Recognize and demonstrate skills necessary to function effectively in the global economy. The target was for 70% of the students to pass the PLO assessment(s) at 70% or higher. The PLO was assessed using final exam results from one section of ECON 103 in the Spring 2013 semester. During that semester 30 students finished the course but only 22 attempted the final exam. Of those 22, 13 (59%) successfully passed the exam with a score of 70% or higher. The department understands that ECON 103 is a course that satisfies general education requirements. Because of this, a wide variety of students take the course including many, non-business majors. The next assessment will be based on the revised course which now includes Math 50 as a prerequisite. It is expected that this will affect the results in a positive way.

b. Summary of Program Learning Outcome Achievement

Overall, student performance in achieving program learning outcomes has been adequate. It is clear that courses that involve arithmatic, mathematics, and analytical thinking are difficult for students. However, the courses and mastery of the material are essential to the degrees and certifcates. Full-time and adjunct faculty are involved in the assessment process and feel that a culminating project or exam in a capstone course with program cohorts would be the best way to assess program outcomes. That is not possible with the structure of our degrees and certificates at this time.

4. Achievement of Course Student Learning Outcomes

Course	SLO #	Target	5-Year Assessment History					
			Semester	Met?	Semester	Met?	Semester	Met?
BSAD C100	SLO 1	80%	FA10	Yes	SP11	Yes	SP12	Yes
	SLO 2	80%	FA10	Yes	SP11	Yes	SP12	Yes
	SLO 3	80%	FA10	Yes	SP11	Yes	SP12	Yes
	SLO 4	80%	FA10	Yes	SP11	Yes	SP12	Yes
	SLO 5	80%	FA10	No	SP11	No	SP12	No
	SLO 6	80%	FA10	Yes	SP11	Yes	SP12	Yes
	SLO 7	80%	FA10	Yes	SP11	Yes	SP12	Yes
BSAD C101	SLO 1	95%	FA11	Yes				
	SLO 2	98%	FA11	Yes				
	SLO 3	95%	FA11	Yes				
	SLO 4	95%	FA11	Yes				

BSAD C102	SLO 1	95%	FA11	Yes				
	SLO 2	95%	FA11	Yes				
	SLO 3	95%	FA11	Yes				
	SLO 4	95%	FA11	Yes				
BSAD C110	SLO 1	80%	SP11	Yes	SP11iTV	Yes	SP12	Yes
	SLO 2	80%	SP11	Yes	SP11iTV	Yes	SP12	Yes
	SLO 3	80%	SP11	Yes	SP11iTV	Yes	SP12	Yes
	SLO 4	80%	SP11	Yes	SP11iTV	Yes	SP12	Yes
	SLO 5	80%	SP11	Yes	SP11iTV	No	SP12	Yes
	SLO 6	80%	SP11	No	SP11iTV	No	SP12	Yes
	SLO 7	80%	SP11	Yes	SP11iTV	Yes	SP12	Yes
	SLO 8	80%	SP11	Yes	SP11iTV	Yes	SP12	Yes
BSAD C131	SLO 1	75%	FA14	Yes				
	SLO 2	75%	FA14	Yes				
	SLO 3	75%	FA14	Yes				
	SLO 4	75%	FA14	No				
	SLO 5	75%	FA14	No				
	SLO 6	75%	FA14	No				
	SLO 7	75%	FA14	No				
	SLO 8	75%	FA14	No				
	SLO 9	75%	FA14	No				
	SLO 10	75%	FA14	No				
	SLO 11	75%	FA14	Yes				
	SLO 12	75%	FA14	No				
	SLO 13	75%	FA14	No				
	SLO 14	75%	FA14	Yes				
	SLO 15	75%	FA14	No				
BSAD C145	SLO 1	75%	SP11	Yes				
	SLO 2	85%	SP11	No				
	SLO 3	85%	SP11	No				
	SLO 4	85%	SP11	No				
	SLO 5	85%	SP11	No				
	SLO 6	85%	SP11	No				
BSAD C152	SLO 1	80%	FA13	Yes				
	SLO 2	80%	FA13	Yes				
	SLO 3	80%	FA13	No				
	SLO 4	80%	FA13	Yes				
	SLO 5	80%	FA13	Yes				
BSAD C155	SLO 1	80%	FA14	No				
	SLO 2	80%	FA14	Yes				
	SLO 3	80%	FA14	Yes				

	SLO 4	80%	FA14	Yes				
BSAD C171	SLO 1	80%	SP12	Yes				
	SLO 2	80%	SP12	Yes				
	SLO 3	80%	SP12	Yes				
	SLO 4	80%	SP12	Yes				
BSAD C220	SLO 1	80%	FA13	Yes				
	SLO 2	80%	FA13	No				
	SLO 3	80%	FA13	No				
	SLO 4	80%	FA13	No				
BSAD C222	SLO 1	80%	SP12	No				
	SLO 2	80%	SP12	No				
	SLO 3	80%	SP12	No				
	SLO 4	80%	SP12	Yes				
BSAD C251	SLO 1	70%	SP15	Yes				
	SLO 2	70%	SP15	Yes				
	SLO 3	70%	SP15	Yes				
	SLO 4	70%	SP15	Yes				
	SLO 5	70%	SP15	Yes				
	SLO 6	70%	SP15	Yes				
	SLO 7	70%	SP15	Yes				

a. Gaps and Improvements Made

As described in the previous table, outcomes were not met in several instances. Those courses, outcome text, target, results, and subsequent analyses and plans are discussed below.

In BSAD 100, SLO five was not met. The text of the SLO was "Summarize the process of recruiting, selecting, and motivating employees". The target was for 80% of students to score 80% or higher. A discussion was used to assess the outcome. The results showed that in Fall 2010 (68 responses, 20 below 80%, 70.6% above 80%), Spring 2011 (41 responses, 9 below 80%. 78.0% above 80%), and Spring 2012 (24 responses, 8 below 80%, 66.7% above 80%). The assessor felt that Discussions don't carry as many points as other assessments in the course and the rubric penalizes participants who show up late or don't participate fully. Work has been done to increase participation.

In BSAD C110, the last assessment of outcome number 6 showed improvement. It is not included in this discussion.

In BSAD 131, SLO four was not met. The text of the SLO was "Evaluate when a promise is enforceable, the elements of a contract, performance, and the remedies available in the event of breach". The target was for 75 percent of the students to achieve a grade of 70 percent. The results showed that 16 students attempted the Mid-Term questions for testing this SLO. Six (6) succeeded for 37.5 percent that

met or exceeded the goal of 70 percent for this course. The assessor's analysis was that several students fell below the 70 percent target by improper or incomplete submission. The need for additional reading and discussion in case law and practical application for real-life application of legal principles is required. There is also a need for online training before a class, which will significantly help the student's become better online participants. Reassessment used in the future will be by whole test method. The overall question scores are not a clear view of final student grades.

In BSAD 131, SLO five was not met. The text of the SLO was "Distinguish between contracts governed by the Uniform Commercial Code and those governed by the common law of contracts". The target was for 75 percent of the students to achieve a grade of 70 percent or higher. The results showed that 16 students attempted the Mid-Term questions for testing this SLO. Four (4) succeeded for 25.0 percent that met or exceeded the goal of 70 percent for this course. Nine (9) students achieved 50 percent. The assessor's analysis was that several students fell below the 70 percent target by improper or incomplete submission. The need for additional reading and discussion in case law and practical application for real-life application of legal principles is required. There is also a need for online training before a class, which will significantly help the student's become better online participants. Reassessment used in the future will be by whole test method. The overall question scores are not a clear view of final student grades.

In BSAD 131, SLO six was not met. The text of the SLO was "Analyze cases. Identify issues and apply the appropriate legal rules to the fact patterns to reach defensible legal conclusions". The target was for 75 percent of the students to achieve a grade of 70 percent or higher. The results showed that 16 students attempted the Quiz 1 questions for testing this SLO. Ten (10) succeeded for 62.5 percent that met or exceeded the goal of 70 percent for this course. The assessor's analysis was that several students fell below the 70 percent target by improper or incomplete submission. The need for additional reading and discussion in case law and practical application for real-life application of legal principles is required. There is also a need for online training before a class, which will significantly help the student's become better online participants. Reassessment used in the future will be by whole test method. The overall question scores are not a clear view of final student grades.

In BSAD 131, SLO seven was not met. The text of the SLO was "Demonstrate the ability to utilize the internet to research legal issues and utilize other computer skills to enhance effective business communications and presentations through the use of appropriate business and legal terminology. Analyze whether a source is a reliable source for legal information". The target was for 75 percent of the students to achieve a grade of 70 percent or higher. The results showed that 16 students attempted the Final Examination question for testing this SLO. Eleven (11) succeeded for 68.75 percent that met or exceeded the goal of 70 percent for this course. The assessor's analysis was that several students fell below the 70 percent target by improper or incomplete submission. The need for additional reading and discussion in case law and practical application for real-life application of legal principles is required. There is also a need for online training before a class, which will significantly help the student's become

better online participants. Reassessment used in the future will be by whole test method. The overall question scores are not a clear view of final student grades.

In BSAD 131, SLO eight was not met. The text of the SLO was "Perform legal research, to include evaluating and interpreting a court citation and locating a court case on an assigned topic". The target was for 75 percent of the students to achieve a grade of 70 percent or higher. The results showed that 16 students attempted the Quiz 1 questions for testing this SLO. Three (3) succeeded for 18.75 percent that met or exceeded the goal of 70 percent for this course. The assessor's analysis was that several students fell below the 70 percent target by improper or incomplete submission. The need for additional reading and discussion in case law and practical application for real-life application of legal principles is required. There is also a need for online training before a class, which will significantly help the student's become better online participants. Reassessment used in the future will be by whole test method. The overall question scores are not a clear view of final student grades.

In BSAD 131, SLO nine was not met. The text of the SLO was "Categorize the types of government agencies, powers and functions, controls through congressional action, executive action, and the courts". The target was for 75 percent of the students to achieve a grade of 70 percent or higher. The results showed that 16 students attempted the Final Examination questions for testing this SLO. Eleven (11) succeeded for 68.75 percent that met or exceeded the goal of 70 percent for this course. The assessor's analysis was that several students fell below the 70 percent target by improper or incomplete submission. The need for additional reading and discussion in case law and practical application for real-life application of legal principles is required. There is also a need for online training before a class, which will significantly help the student's become better online participants. Reassessment used in the future will be by whole test method. The overall question scores are not a clear view of final student grades.

In BSAD 131, SLO ten was not met. The text of the SLO was "Differentiate the relationship between state and federal systems, jurisdiction, and the importance of alternate dispute resolution methods to the participants". The target was for 75 percent of the students to achieve a grade of 70 percent or higher. The results showed that 16 students attempted the Quiz 1 questions for testing this SLO. Four (4) succeeded for 25.0 percent that met or exceeded the goal of 70 percent for this course. The assessor's analysis was that there is a need for additional reading and discussion in case law and practical application for real-life application of legal principles is required. There is also a need for online training before a class, which will significantly help the student's become better online participants. Reassessment used in the future will be by whole test method. The overall question scores are not a clear view of final student grades.

In BSAD 131, SLO 12 was not met. The text of the SLO was "Appraise the relationship between law and ethics". The target was for 75 percent of the students to achieve a grade of 70 percent or higher. The results showed that 16 students attempted the Quiz 1 questions for testing this SLO. Ten (10) succeeded for 62.5 percent that met or exceeded the goal of 70 percent for this course. The assessor's analysis was that several students fell below the 70 percent target by improper or incomplete submission. The need for additional reading and discussion in case law and practical application for real-life application of legal

principles is required. There is also a need for online training before a class, which will significantly help the student's become better online participants. Reassessment used in the future will be by whole test method. The overall question scores are not a clear view of final student grades.

In BSAD 131, SLO 13 was not met. The text of the SLO was "Describe the various agency relationships and the duties and liabilities of agents and principals". The target was for 75 percent of the students to achieve a grade of 70 percent or higher. The results showed that 16 students attempted the Quiz 2 questions for testing this SLO. Ten (10) succeeded for 62.5 percent that met or exceeded the goal of 70 percent for this course. The assessor's analysis was that several students fell below the 70 percent target by improper or incomplete submission. The need for additional reading and discussion in case law and practical application for real-life application of legal principles is required. There is also a need for online training before a class, which will significantly help the student's become better online participants. Reassessment used in the future will be by whole test method. The overall question scores are not a clear view of final student grades.

In BSAD 131, SLO 15 was not met. The text of the SLO was "Explain a corporation's legal structure and differentiate it from other forms of business organization, the meaning of limited liability for the owners; describe the relationship of the various stakeholders". The target was for 75 percent of the students to achieve a grade of 70 percent or higher. The results showed that 16 students attempted the Final Examination questions for testing this SLO. Eleven (11) succeeded for 68.75 percent that met or exceeded the goal of 70 percent for this course. The assessor's analysis was that several students fell below the 70 percent target by improper or incomplete submission. The need for additional reading and discussion in case law and practical application for real-life application of legal principles is required. There is also a need for online training before a class, which will significantly help the student's become better online participants. Reassessment used in the future will be by whole test method. The overall question scores are not a clear view of final student grades.

In BSAD 145, SLO two was not met. The text of the SLO was "Prepare business communication including letters, reports, presentations, and other messages that are clear, concise, courteous, complete and grammatically correct". The target was for 85% of the students to achieve a score of 85% or higher. The results showed that 70% of students completing the projects were able to successfully meet this outcome. (26/37) However, nine of the 26 were only minimally able to meet this outcome with a C. The assessor's analysis was that although measurement of this outcome has not previously been recorded in CurricUNET, success with the outcome has been observed to be lower than desired during past offerings of the course. Students with low written English skills have a very difficult time succeeding with this outcome. Since the course is in the BSAD discipline, there was an advisory, not a pre-requisite, of level one writing skills. It appears students often ignored this advisory. Additionally, the new BSOT C100 Intro to Business Office Technology will now introduce pre-requisite skills and the importance of good writing skills in business. This outcome will be reassessed during the next spring offering of the course and should include some students who will have taken the preparatory class BSOT C100.

In BSAD 145, SLO three was not met. The text of the SLO was "Critique oral communication skills to determine effective techniques". The target was for 85% of the students to achieve a score of 85% or

higher. The results showed that 70% of students completing the projects were able to successfully meet this outcome. (26/37) However, nine of the 26 were only minimally able to meet this outcome with a C. The assessor's analysis was that although measurement of this outcome has not previously been recorded in CurricUNET, success with the outcome has been observed to be lower than desired during past offerings of the course. Students with low written English skills have a very difficult time succeeding with this outcome. Since the course is in the BSAD discipline, there was an advisory, not a pre-requisite, of level one writing skills. It appears students often ignored this advisory. Additionally, the new BSOT C100 Intro to Business Office Technology will now introduce pre-requisite skills and the importance of good writing skills in business. This outcome will be reassessed during the next spring offering of the course and should include some students who will have taken the preparatory class BSOT C100.

In BSAD 145, SLO four was not met. The text of the SLO was "Plan and produce visual aids using presentation software'. The target was for 85% of the students to achieve a score of 85% or higher. The results showed that 70% of students completing the projects were able to successfully meet this outcome. (26/37) However, nine of the 26 were only minimally able to meet this outcome with a C. The assessor's analysis was that although measurement of this outcome has not previously been recorded in CurricUNET, success with the outcome has been observed to be lower than desired during past offerings of the course. Students with low written English skills have a very difficult time succeeding with this outcome. Since the course is in the BSAD discipline, there was an advisory, not a pre-requisite, of level one writing skills. It appears students often ignored this advisory. Additionally, the new BSOT C100 Intro to Business Office Technology will now introduce pre-requisite skills and the importance of good writing skills in business. This outcome will be reassessed during the next spring offering of the course and should include some students who will have taken the preparatory class BSOT C100.

In BSAD 145, SLO five was not met. The text of the SLO was "Identify appropriate strategies for resume writing including use of electronic media". The target was for 85% of the students to achieve a score of 85% or higher. The results showed that 70% of students completing the assignment were able to successfully meet this outcome. (26/37) However, nine of the 26 were only minimally able to meet this outcome. The assessor's analysis was that although measurement of this outcome has not previously been recorded in CurricUNET, success with the outcome has been observed to be lower than desired during past offerings of the course. Students with low written English skills have a very difficult time succeeding with this outcome. Since the course is in the BSAD discipline, there was an advisory, not a pre-requisite, of level one writing skills. It appears students often ignored this advisory. Additionally, the new BSOT C100 Intro to Business Office Technology will now introduce pre-requisite skills and the importance of good writing skills in business. This outcome will be reassessed during the next spring offering of the course and should include some students who will have taken the preparatory class BSOT C100.

In BSAD 145, SLO six was not met. The text of the SLO was "Practice effective business communication techniques in independent and group projects". The target was for 85% of the students to achieve a score of 85% or higher. The results showed that 70% of students completing the projects were able to successfully meet this outcome. (26/37) However, nine of the 26 were only minimally able to meet this

outcome with a C for these projects. The assessor's analysis was that although measurement of this outcome has not previously been recorded in CurricUNET, success with the outcome has been observed to be lower than desired during past offerings of the course. Students with low written English skills have a very difficult time succeeding with this outcome. Since the course is in the BSAD discipline, there was an advisory, not a pre-requisite, of level one writing skills. It appears students often ignored this advisory. Additionally, the new BSOT C100 Intro to Business Office Technology will now introduce pre-requisite skills and the importance of good writing skills in business. This outcome will be reassessed during the next spring offering of the course and should include some students who will have taken the preparatory class BSOT C100.

In BSAD 155, SLO one was not met. The text of the SLO was "Demonstrate knowledge of human resources fundamentals, ethics, and the human resources environment". The target was for 80% of students to score 80% or higher. An exam was used to assess the outcome. The results showed that students 12 students participated and scored an average of 76 percent. The assessor felt that the students did not perform as expected for SLO 1. Additional readings and exercises must be added to help achieve the desired result of 80 percent for this SLO.

In BSAD 220, SLO two was not met. The text of the SLO was "Assess methods involved in initiating, planning, executing, monitoring, controlling, and closing projects". The target was for 80% of the students to score 80% or higher. The results showed that, in the fall semester of 2013, 18 students participated. Of those, 9 (50%) scored 80% or higher. The assessor's analysis was that this question was on the final exam which was timed. That may have contributed to poor results. Additionally, several students were not fully participating at that point in the class but took the final exam anyway.

In BSAD 220, SLO three was not met The text of the SLO was "Apply the concepts of project management terms and techniques such as selection methods, work breakdown structures, Gantt charts, network diagrams, critical path analysis, and cost estimates". The target was for 80% of the students to score 80% or higher. The results showed that, in the fall semester of 2013, 13 students participated in the assignment (Case Assignment 7 Part 2). Of those 5 (38.5%) scored 80% or higher. 8 students enrolled in the course did not attempt the assignment. The assignment was complex, built on previous work and required a lot of calculations from the students. The two that did not score over 80% tried to complete the assignment in too short an amount of time. The assessor's analysis was that more emphasis on the calculations should be done to prepare students for the work.

In BSAD 220, SLO four was not met. The text of the SLO was "BSAD 220 SLO 4 Demonstrate use of project management software to help plan and manage a project including assignment and tracking of resources, tasks, and milestones". The target was for 80% of the students to score 80% or higher. The results showed that, in the fall semester of 2013, 16 students participated. Of those, all 12 (75%) scored 80% or higher. The target was almost met. The assessor's analysis was that the ongoing nature and complexity of the assignment may have required more discipline that many students were willing to commit to. Future courses may want to spread the software use over an even longer period of time.

In BSAD 222, SLO one was not met. The text of the SLO was "Design and create models of business problems using computer applications software". The target was for 80% of the students to score 80% or higher. The results showed that, in the spring semester of 2012, 9 students participated. Of those, 5 (55%) scored 80% or higher. The assessor's analysis was that this project required designing and implementing a complicated model and writing a memo that made a recommendation to management regarding the outcomes. It was difficult and many students ran out time to complete the entire project. Most did much better later in the course based on the results of this assignment.

In BSAD 222, SLO two was not met. The text of the SLO was "Integrate input, processing and output from different computer applications programs to create useful reports for various business scenarios". The target was for 80% of the students to score 80% or higher. The results showed that, In the Spring semester of 2012, 8 students participated in the assignment (Case 11). Of those, 6 (75%) scored 80% or higher. These projects require a lot of commitment on the part of the students. The assessor's analysis was that time management remains the biggest hurdle for a few of the working students. The students that scored lower than 80% have admitted trying to complete their work on the weekends.

In BSAD 222, SLO three was not met. The text of the SLO was "Apply computer application skills to business decision making problems in areas including inventory management, financial analysis, and cost and credit analysis". The target was for 80% of the students to score 80% or higher. The results showed that, in the spring semester of 2012, 9 students participated in the assignment (Case 8). Of those 7 (77.7%) scored 80% or higher. The assessor's analysis was that the assignment was complex and required a lot of work from the students. The two that did not score over 80% tried to complete the assignment in too short an amount of time.

b. Summary of Student Learning Outcome Achievement

There are many courses in the program and several courses are used in more than one degree or certificate. Student learning outcomes are discussed within the department and assessments are performed by full-time and adjunct instructors. Several of the outcomes have changed due to alignment with State curriculum. The faculty in the department are working on reassessing the courses.

Law Enforcement Academy:

In the Police Academy there has been an increase in enrollments from the 2016-2017 fiscal year from 45 to 85 students for the 2017-2018 fiscal year. As an occupational prgram the Law Enforcement Academies currently have 91% of completers working in the second fiscal quarter and 89% working in the fourth fiscal quarter. The high number of employed completers seems to demonstrate program effectiveness.

2. Employment Data *(CTE Programs Only)*

Administration of Justice AS-T:

Students completing the Administration of Justice AS-T are attaining employment at a rate of 84% in the second fiscal quarter after exit and 79% in the fourth fiscal quarter after exit. Of these, 91% attained a living wage.

Law Enforcement Academy:

Similar number were demonstrated for completers of the Law Enforcement Academy with 91 % employed in the second fiscal quarter after exit and 89% employed in the fourth quarter after exit. Completers of the Law Enforcement Academy attained a living wage at a rate of 87%. It should be noted that the Public Service department has recently been approved by the state and the Bureau of Security and Investigative Service to offer Security Guard certification training. EMSI data shows an expected increase in the field of 7.8% by 2020. This increase in California exceeds the National average in the field of security.

3. Achievement of Program Learning Outcomes

PLO 1:	Describe the individual functions and integrations of the components of the criminal justice system: police, courts, and corrections.
Target:	75%
Assessment Method:	Multiple choice, true/false, and short answer assessments. Essays. Research Papers.
Assessment Date:	October 2017
Recent Results:	Met
PLO 2:	Use legal research skills to locate, analyze, and discuss the content of statutory and case law.
Target:	75%
Assessment Method:	Multiple choice, true/false, and short answer assessments. Essays. Research Papers.
Assessment Date:	October 2017
Recent Results:	Met
PLO 3:	Examine criminal justice and/or scoial science data and explain their significance.

Target:	75%
Assessment Method:	Multiple choice, true/false, and short answer assessments. Essays. Research Papers.
Assessment Date:	October 2017
Recent Results:	Met
PLO 4:	Explain the underlying causes of antisocial and criminal behaivor.
Target:	75%
Assessment Method:	Multiple choice, true/false, and short answer assessments. Essays. Research Papers.
Assessment Date:	October 2017
Recent Results:	Met
PLO 5:	Apply Constitutional principles to the practice of criminal justice.
Target:	75%
Assessment Method:	Multiple choice, true/false, and short answer assessments. Essays. Research Papers.
Assessment Date:	October 2017
Recent Results:	Met
PLO 6:	Articulate, either orally or in writing, concepts of theories applicable to the criminal justice system.
Target:	75%
Assessment Method:	Multiple choice, true/false, and short answer assessments. Essays. Research Papers.
Assessment Date:	October 2017
Recent Results:	Met

		Assessment History Summary					
SLO #	**Target**	**Semester**	**Met?**	**Semester**	**Met?**	**Semester**	**Met?**
PLO 1	75%	FA17	Yes				
PLO 2	75%	FA17	Yes				
PLO 3	75%	FA17	Yes				
PLO 4	75%	FA17	Yes				
PLO 5	75%	FA17	Yes				
PLO 6	75%	FA17	Yes				

a. Gaps and Improvements Made

No gaps were identified in the Program Learning Outcomes; however, after reviewing the PLOs with the department and the advisory board, it was suggested that the PLOs undergo a revision for clarity of purpose. Jarrod Bowen and Peter Fulks will begin a revision of the PLOs after the individual course SLOs have been revised.

b. Summary of Program Learning Outcome Achievement

Currently all of the PLOs meet or exceed the target. It would appear that the students are demonstrating adequate concept comprehension in reference to the stated learning outcomes of the program. It should be noted that the PLOs were only assessed once. More data will be collected once the PLOs have been redefined. The department has made the decision to assess the PLOs on an ongoing basis with more frequent intervals in order to have more data to determine student success in reference to the Program Learning Outcomes.

4. Achievement of Course Student Learning Outcomes

Administration of Justice AS-T:

			5-Year Assessment History					
Course	SLO #	Target	Semester	Met?	Semester	Met?	Semester	Met?
ADMJ C101	SLO 1	75%	FA14	No	SP15	Yes	FA15	Yes
	SLO 2	75%	FA14	Yes				
	SLO 3	75%	FA14	Yes				
	SLO 4	75%	FA14	Yes				
	SLO 5	75%	FA14	Yes				
	SLO 6	75%	FA14	Yes				
	SLO 7	75%	FA14	Yes				
	SLO 8	75%	FA14	Yes				
	SLO 9	75%	FA14	Yes				
	SLO 10	75%	FA14	Yes				
	SLO 11	75%	FA14	Yes				
	SLO 12	75%	FA14	Yes				
	SLO 13	75%	FA14	Yes				
ADMJ C105	SLO 1	75%	FA13	Yes				
	SLO 2	75%	FA13	Yes				
	SLO 3	75%	FA13	Yes				
	SLO 4	75%	FA13	Yes				
	SLO 5	75%	FA13	Yes				
	SLO 6	75%	FA13	Yes				
ADMJ C115	SLO 1	75%	SP14	Yes				

	SLO 2	75%	SP14	Yes				
	SLO 3	75%	SP14	Yes				
	SLO 4	75%	SP14	Yes				
	SLO 5	75%	SP14	Yes				
	SLO 6	75%	SP14	Yes				
	SLO 7	75%	SP14	Yes				
	SLO 8	75%	SP14	Yes				
	SLO 9	75%	SP14	Yes				
	SLO 10	75%	SP14	Yes				
	SLO 11	75%	SP14	Yes				
	SLO 12	75%	SP14	Yes				
	SLO 13	75%	SP14	Yes				
	SLO 14	75%	SP14	Yes				
ADMJ C121	SLO 1	75%	SP14	Yes				
	SLO 2	75%	SP14	Yes				
	SLO 3	75%	SP14	Yes				
	SLO 4	75%	SP14	Yes				
	SLO 5	75%	SP14	Yes				
	SLO 6	75%	SP14	Yes				
ADMJ C125	SLO 1	75%	SP15	Yes				
	SLO 2	75%	SP15	Yes				
	SLO 3	75%	SP15	Yes				
	SLO 4	75%	SP15	Yes				
	SLO 5	75%	SP15	Yes				
	SLO 6	75%	SP15	Yes				
	SLO 7	75%	SP15	Yes				
	SLO 8	75%	SP15	Yes				
	SLO 9	75%	SP15	Yes				
	SLO 10	75%	SP15	Yes				
	SLO 11	75%	SP15	Yes				
	SLO 12	75%	SP15	Yes				
	SLO 13	75%	SP15	Yes				
ADMJ C131	SLO 1	75%	SP14	Yes				

	SLO 2	75%	SP14	Yes						
	SLO 3	75%	SP14	Yes						
	SLO 4	75%	SP14	Yes						
	SLO 5	75%	SP14	Yes						
	SLO 6	75%	SP14	Yes						
	SLO 7	75%	SP14	Yes						
	SLO 8	75%	SP14	Yes						
	SLO 9	75%	SP14	Yes						
	SLO 10	75%	SP14	Yes						
	SLO 11	75%	SP14	Yes						
ADMJ C151	SLO 1	75%	SP14	Yes						
	SLO 2	75%	SP14	Yes						
	SLO 3	75%	SP14	Yes						
	SLO 4	75%	SP14	Yes						
	SLO 5	75%	SP14	Yes						
	SLO 6	75%	SP14	Yes						
ADMJ C230	SLO 1	75%	FA16	Yes						
	SLO 2	75%	FA16	Yes						
	SLO 3	75%	FA16	Yes						
	SLO 4	75%	FA16	Yes						
	SLO 5	75%	FA16	Yes						

Law Enforcemnt Academy:

			5-Year Assessment History						
Course	SLO #	Target	Semester	Met?	Semester	Met?	Semester	Met?
	SLO 2	75%	SP17	Yes				
	SLO 3	75%	SP17	Yes				
ADMJ C142	SLO 1	75%	SU15	Yes				
	SLO 2	75%	SU15	Yes				
	SLO 3	75%	SU15	Yes				
	SLO 4	75%	SU15	Yes				
	SLO 5	75%	SU15	Yes				
	SLO 6	75%	SU15	Yes				

	SLO 7	75%	SU15	Yes			
	SLO 8	75%	SU15	Yes			
	SLO 9	75%	SU15	Yes			
	SLO 10	75%	SU15	Yes			
	SLO 11	75%	SU15	Yes			
	SLO 12	75%	SU15	Yes			
	SLO 13	75%	SU15	Yes			
	SLO 14	75%	SU15	Yes			
	SLO 15	75%	SU15	Yes			
	SLO 16	75%	SU15	Yes			
	SLO 17	75%	SU15	Yes			
	SLO 18	75%	SU15	Yes			
	SLO 19	75%	SU15	Yes			
	SLO 20	75%	SU15	Yes			
	SLO 21	75%	SU15	Yes			
ADMJ C149	SLO 1	70%	FA16	Yes			
	SLO 2	70%	FA16	Yes			
	SLO 3	70%	FA16	Yes			
	SLO 4	70%	FA16	Yes			
	SLO 5	70%	FA16	Yes			
	SLO 6	70%	FA16	Yes			
	SLO 7	70%	FA16	Yes			
	SLO 8	70%	FA16	Yes			
	SLO 9	70%	FA16	Yes			
	SLO 10	70%	FA16	Yes			
	SLO 11	70%	FA16	Yes			
	SLO 12	70%	FA16	Yes			
	SLO 13	70%	FA16	Yes			
	SLO 14	70%	FA16	Yes			
	SLO 15	70%	FA16	Yes			
	SLO 16	70%	FA16	Yes			
	SLO 17	70%	FA16	Yes			

	SLO 18	70%	FA16	Yes			
	SLO 19	70%	FA16	Yes			
	SLO 20	70%	FA16	Yes			
	SLO 21	70%	FA16	Yes			
	SLO 22	70%	FA16	Yes			
	SLO 23	70%	FA16	Yes			
	SLO 24	70%	FA16	Yes			
	SLO 25	70%	FA16	Yes			

a. Gaps and Improvements Made

ADMJ C101 Introduction to Administration of justice Student Learning Outcome #1 fell below the target of 75% during the Fall 2014 assessment. The SLO reads: Compare and contrast criminological theories used to explain crime and criminality. The initial question used to assess this SLO was a True/False question that read "In the Consensus Model all agencies are working in their own best interest." Only 71% of the students answering the question got the right answer. After discussing the question with other instructors in the department the decision was made to move away from the True/False format and create a multiple choice question where a student must slect a criminolocal theory based on the fact pattern provided. The question was assessed in the Spring and Fall of 2015 all with scores over the 75% target.

b. Summary of Student Learning Outcome Achievement

Assessment of the SLOs for the Public Service departement has demonstrated a high success rate for students in the applicable courses in reference to the SLOs. It should be noted that the SLOs for each course were only assessed once if they demonstrated marks above the 75% range. After discussing this with the department, the decision was made to increase the frequency of SLO data cpollection to provide a clear picture of the student's concept comprehension in reference to the SLOs. In addition, the department is currently revising all of the SLOs for the ADMJ AS-T and Academy courses. It should be noted that the program feels there are too many SLOs in several of the courses. Therefore, a complete revision of the SLOs is underway to condense the learning outcomes.

5. Assessment Schedule for Next Program Review Cycle

	Year 1	Year 2	Year 3	Year 4
PLOs				
PLO 1				X
PLO 2				X
PLO 3				X