

Program: Welding

Degree: Certificate

Program Learning Outcomes:

1. Technical Knowledge: Oxy-fuel cutting/heating/welding
2. Technical Knowledge: Shielded Metal Arc Welding
3. Technical Knowledge: Gas Metal Arc Welding
4. Technical Knowledge: Flux Cored Arc Welding
5. Technical Knowledge: Gas Tungsten Arc Welding

Assessment Cycle:

	AY 2018-2019	AY 2019-2020	AY 2020-2021	AY 2021-2022
1. Technical Knowledge: Oxy-fuel cutting/heating/welding	A	R	A	R
2. Technical Knowledge: Shielded Metal Arc Welding	A	R	A	R
3. Technical Knowledge: Gas Metal Arc Welding	A	R	A	R
4. Technical Knowledge: Flux Cored Arc Welding	A	R	A	R
5. Technical Knowledge: Gas Tungsten Arc Welding	A	R	A	R
IELO	A	R	A	R

A = Assessment evidence collected

R = Reflect on data, action plan devised, prep year

Program Curriculum Map

	PROGRAM LEARNING OUTCOMES					IELO
	#1	#2	#3	#4	#5	Information Literacy
WELD 110	X					
WELD 118	X					
WELD 130	A					
WELD 135			X	X		
WELD 140			X	X		
WELD 145			A	A		
WELD 150					X	
WELD 155					X	
WELD 160					A	
WELD 170		X				
WELD 173		X				
WELD 180		X				
WELD 183		A				
WELD 187	X	X	X	X	X	

X = Material introduced, reinforced, and/or opportunity to practice

A = Assessment evidence collected (e.g., lab activity, exam, paper, assignment, etc.)

Section I: Program Learning Outcomes

The first three columns of the table (*Program Learning Outcomes*, *Assessment Methods/Measures*, and *Intended Results*) represent your assessment plan. Complete this portion at the beginning of the academic year. The final two columns of the table (*Results* and *Action Plan/Follow-Up to Improve Student Learning*) can be completed after data collection has occurred.

Assessment Methods/Measures: Choose assessment methods (e.g., projects, activities, exam questions, assignments, etc.) that are relevant and appropriate for your courses and program and best inform you about the strengths and weaknesses in student learning.

Intended Results: For each assessment, state a benchmark or target for student achievement. Keep expectations for student learning high, but attainable.

Results: Summarize the data you have collected and describe what the data have shown you. Sophisticated or complicated data analysis techniques are not necessary; just share what the data are telling you. Include both numbers and percentages whenever possible in order to tell a more complete story (e.g., "48% of the 64 students assessed...").

Action Plan/Follow-Up to Improve Student Learning: Describe any changes or decisions you have made based on the analysis of your data. Changes can be small or big. In some cases, you may not want to make any changes until you have collected enough longitudinal data to show that the issue you have identified is consistent. In other cases, your students may be doing well on the assessment and you may not need to change your course for that particular outcome. If you decide not to make any changes or decide to make changes to your assessments or benchmarks instead of your course, explain why you have made that decision.

Assessment Report

<p style="text-align: center;">Program Learning Outcomes</p> <p style="text-align: center;"><i>What are the expected program learning outcomes? What will students be able to think, know, do, or feel because of a given educational experience?</i></p>	<p style="text-align: center;">Assessment Methods / Measures</p> <p style="text-align: center;"><i>What are you going to do? How and when (i.e., during which semester(s) and academic year) will the data be collected? What students will be assessed?</i></p>	<p style="text-align: center;">Intended Results</p> <p style="text-align: center;"><i>What is the performance target or benchmark for the assessment? What is your intended action plan? What assumptions do you have?</i></p>	<p style="text-align: center;">Results</p> <p style="text-align: center;"><i>What were the actual results?</i></p>	<p style="text-align: center;">Action Plan / Follow-Up to Improve Student Learning</p> <p style="text-align: center;"><i>What changes and/or decisions were made after reviewing the results? How will you follow up to measure improvement?</i></p>
1. Technical Knowledge: Oxy-fuel cutting/heating/welding	Pre-test--Post-test CTE approved exams	80% of students will achieve 70% or higher on the test		
2. Technical Knowledge: Shielded Metal Arc Welding	Pre-test--Post-test CTE approved exams	80% of students will achieve 70% or higher on the test		
3. Technical Knowledge: Gas Metal Arc Welding	Pre-test--Post-test CTE approved exams	80% of students will achieve 70% or higher on the test		
4. Technical Knowledge: Flux Cored Arc Welding	Pre-test--Post-test CTE approved exams	80% of students will achieve 70% or higher on the test		
5. Technical Knowledge: Gas Tungsten Arc Welding	Pre-test--Post-test CTE approved exams	80% of students will achieve 70% or higher on the test		

Section II: Institutional Essential Learning Outcome:

Identify the Institutional Essential Learning Outcome tied to your program and complete the corresponding section(s) of the table for the Institutional Essential Learning Outcome that you are evaluating at this time. Keep in mind that a single course or program cannot and is not expected to meet all of the Institutional Essential Learning Outcomes. However, each program is expected to contribute to at least one Institutional Essential Learning Outcome.

The first three columns of the table (Institutional Essential Learning Outcome, Assessment Methods/Measures, and Intended Results) represent your assessment plan. Complete this portion at the beginning of the academic year. The final two columns of the table (Results and Action Plan/Follow-Up to Improve Student Learning) can be completed after data collection has occurred.

Assessment Methods/Measures: Choose assessment methods (e.g., projects, activities, exam questions, assignments, etc.) that are relevant and appropriate for your program and best inform you about the strengths and weaknesses in student learning.

Intended Results: For each assessment, state a benchmark or target for student achievement. Keep expectations for student learning high, but attainable.

Results: Summarize the data you have collected and describe what the data have shown you. Sophisticated or complicated data analysis techniques are not necessary; just share what the data are telling you. Include both numbers and percentages whenever possible in order to tell a more complete story (e.g., "48% of the 64 students assessed...").

Action Plan/Follow-Up to Improve Student Learning: Describe any changes or decisions you have made based on the analysis of your data. Changes can be small or big. In some cases, you may not want to make any changes until you have collected enough longitudinal data to show that the issue you have identified is consistent. In other cases, your students may be doing well on the assessment and you may not need to change your course for that particular IELO. If you decide not to make any changes or decide to make changes to your assessments or benchmarks instead of your course, explain why you have made that decision.

Assessment Report

Institutional Essential Learning Outcome	Assessment Methods / Measures <i>What are you going to do? How and when (i.e., during which semester(s) and academic year) will the data be collected? What students will be assessed?</i>	Intended Results <i>What is the performance target or benchmark for the assessment? What is your intended action plan? What assumptions do you have?</i>	Results <i>What were the actual results?</i>	Action Plan / Follow-Up to Improve Student Learning <i>What changes and/or decisions were made after reviewing the results? How will you follow up to measure improvement?</i>
Information Literacy				
Determine the Extent of Information Needed	Students will be assessed by tests, assignments and progression charts	80% of students will achieve 70% or higher on the test		
Access the Needed Information	Students will be assessed by tests, assignments and progression charts	80% of students will achieve 70% or higher on the test		
Evaluate Information and its Sources Critically	Students will be assessed by tests, assignments and progression charts	80% of students will achieve 70% or higher on the test		
Use Information Effectively to Accomplish a Specific Purpose	Students will be assessed by tests, assignments and progression charts	80% of students will achieve 70% or higher on the test		
Access and Use Information Ethically and Legally	Students will be assessed by tests, assignments and progression charts	80% of students will achieve 70% or higher on the test		

Assessment Report

Important Reminder:

All of the selected Institutional Essential Learning Outcome needs to be integrated and assessed in your program. If there is a criterion (each row of the rubric and table above represents a criterion) of an Institutional Essential Learning Outcome that does not fit with your program content, curriculum, and the student learning that takes place, you may exclude one. If you do exclude a criterion, you must indicate which criterion you are excluding and the justification as to why below.

Please list the IELO you are assessing at this time and the criterion you excluded.

Why did you exclude this criterion? How is this criterion not applicable to your program?

Section III: Analysis of Assessment Data:

How did your program support BSC's Institutional Essential Learning Outcomes? Explain.

How was student learning affected through this assessment cycle? What did you learn during the process?