***Assessment Report Worksheet #3***

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| --- | --- | --- |
| Building Maintenance |  | Fall 2012-Spring 2013 |
| **Unit/Office/Program (3-1)** |  | **Assessment Period Covered (3-2)** |
| **( ) Formative Assessment (3-3)** |  | Xavier W. Yarofmal – May 2013 |
| **( X ) Summative Assessment (3-4)** |  | **Submitted by & Date Submitted (3-5)** |
|  |  | Gardner Edgar – Chair T&T  Division |
|  |  | **Endorsed by: (3-5a)** |

**Evaluation Question (Use a different form for each evaluation question)(3-6):**

Are the students performing basic repairs on structures and basic ground beautifications?

**First Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan 3-7):**

*1a. Means of Unit Assessment & Criteria for Success (3-8)*:

The final grade of the students on each courses shown are base on written and performance/practical SLO assessment.

*1b. Summary of Assessment Data Collected (3-9):*

**Course Code: VBM 101/P1**

*12 out of 14* students or **86%** students got 'C' or better as their final grade.

**Course Code: VBM 104/P1**

*13 out of 13* students or **100%** students got 'C' or better as their final grade.

**Course Code: VBM 102/P1**

*10 out of 10* students or **100%** students got ‘C’ or better as their final grade.

**Course Code: VBM 103/P1**

*9 out of 10* students or **90%** students got ‘C’ or better as their final grade.

**Course Code: VCT 154/P2**

*14 out of 14* students or **100%** students got ‘C’ or better as their final grade.

Students were assessed based on written test (quizzes and exams) and performance test (Hands-on assessment).

*The assessment tool use in performance is the rubric rating based in the CLA such as Exemplary, Developing and Unacceptable. Where;*

* *Exemplary – students who passed written exams with a score of 90 or*

higher. And students who performed practical tasks with no or

minimum assistance from instructor to successfully complete assigned

tasks.

* *Developing – students who passed written exams with a score between 70 and 89. And students who performed practical tasks with some assistance from instructor to successfully complete assigned tasks.*
* *Unacceptable – students who failed [60 or below] written exams and performed poorly in completing tasks or never completed tasks.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Course* | *# of students* | *Exemplary* | *Developing* | *Unacceptable* |
| *VBM 101/P1*  *Fall 12* | *14* | 0 | 12 | *2* |
| *VBM 104/P1*  *Fall 12* | *13* | 5 | 8 | *0* |
| *VBM 102/P1*  *Spring 13* | *10* | 2 | 8 | *0* |
| *VBM 103/P1*  *Spring 13* | *10* | *0* | *9* | *1* |
| *VCT 154/P2*  *Spring 13* | *14* | *1* | *13* | *0* |

*1c: Use of Results to Improve Program/Unit Impact/Services [Closing the loop] (3-10):*

Base on the summary, it shows that the students passing rates are **86%** for VBM 101, **100%** for VBM 102, **90%** for VBM 103, **100%** for VBM 104, and **100%** for VCT 154/P2. The SLO teaching strategy and assessment on this courses must be maintain and continuously improve in terms of the content to keep abreast and match in industry needs.

On the SLO’s were some students receive developing mark must be given emphasis by the instructor in-charge to improve the level of performance of the succeeding students.

*2c: Use of Results to Improve Program/Unit Impact/Services [Closing the loop]:*

***VBM 103*** *- I recommend modifying the course outline and making it two separate. The first course will be for RAC part and the other for plumbing part. It will make assessment work easier at the end of the semester.*