



Trinity Valley Community College  
 Student Learning Outcomes  
 Learning Enhancement Annual Plans (LEAPs)

Academic Program Name:

*Tech*  
 \*All items must have significant input of faculty.

Person Responsible:

*[Signature]*

July 15, 2005 (Deans & Division Chairs should complete items 1-6 for the 2005-2006 year)

1. **Desired Outcome** (A statement of what students will be able to ... demonstrate..., know..., do..., etc... – That is, as a result of your course and/or program, what will students be able to achieve that they were not able to prior to the learning experience[s]).

Example: Students will demonstrate understanding of the dimensions of poverty.

[Redacted]

2. **Implementation Strategy** (Describes the tactic[s] to be used to influence this outcome. What will you do to create an environment in which this learning can occur?)

Example: Class discussions, lectures, and outside readings will be used to expose students to the concepts of poverty. Community service experiences will be used to have students to gain a better understanding of poverty.

[Redacted]

3. **Assessment Method** (The method or methods you will use to determine if students achieve the desired outcome? Describe the ASSESSMENT TOOL (rubric, portfolio, observation of performances, standardized test), the FOCUS of the ASSESSMENT tool (measure students understanding of the dimensions of poverty), WHO is to be ASSESSED (all students or only certain students), WHEN the assessment will occur (at the end of SOCI1301), and if appropriate how INDIVIDUAL STUDENTS WILL DEMONSTRATE MASTERY.)

Example: At the end of each term, portfolios of students completing SOCI 1301 will be scored using a rubric that evaluates students level of understanding of the dimensions of poverty in the U.S.. Individual students will be judged to have mastered this concept if they obtain a rating of "complex level of understanding" in each of the dimensions of poverty in the portfolio.

[Redacted]

4. **Assessment Criteria** (This answers the question "how do you know" that students [in aggregate] are able to achieve the desired outcome. This should describe the PATTERNS OF EVIDENCE that you would see by looking at a GROUP OF STUDENTS.)

Example: 75% of students will have a rating on the scoring rubric of "complex level of understanding" on all of the sociological dimensions of poverty in the U.S.

[Redacted]

5. Narrative description of the relationship of the outcome to TVCC's General Education Outcomes. (if applicable).

Example: This outcome directly relates to students ability to critically think, as understanding the sociological dimensions of poverty in the U.S. challenges many 'common sense' approaches to poverty. This outcome also relates to Reading Comprehension and Written Communication, as they are required to engage in a critical reading of sociological texts, and demonstrate that they can apply those concepts to what they observe through their writing portfolio.

[Redacted]

6. Select the TVCC General Education Outcome that this objective relates to.

(Indicate by Marking the appropriate box with an "X")

Oral Communication  
 Computer Literacy

Written Communication  
 Critical Thinking

Reading Comprehension  
 Mathematics



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 Learning Enhancement Annual Plans (LEAPs)

Academic Program Name:

Person Responsible:

*Tech*  
 \*All items must have significant input of faculty.

*[Signature]*

July 15, 2005 (Deans & Division Chairs should complete items 1-5 for the 2005-2006 year)

1. **Desired Outcome** (A statement of what students will be able to ... demonstrate..., know..., do..., etc... – That is, as a result of your course and/or program, what will students be able to achieve that they were not able to prior to the learning experience(s)).

Example: Students will demonstrate understanding of the dimensions of poverty.

[Redacted]

2. **Implementation Strategy** (Describes the tactic[s] to be used to influence this outcome. What will you do to create an environment in which this learning can occur?)

Example: Class discussions, lectures, and outside readings will be used to expose students to the concepts of poverty. Community service experiences will be used to have students to gain a better understanding of poverty.

[Redacted]

3. **Assessment Method** (The method or methods you will use to determine if students achieve the desired outcome? Describe the ASSESSMENT TOOL (rubric, portfolio, observation of performances, standardized test), the FOCUS of the ASSESSMENT tool (measure students understanding of the dimensions of poverty), WHO is to be ASSESSED (all students or only certain students), WHEN the assessment will occur (at the end of SOCI1301), and if appropriate how INDIVIDUAL STUDENTS WILL DEMONSTRATE MASTERY.)

Example: At the end of each term, portfolios of students completing SOCI 1301 will be scored using a rubric that evaluates students level of understanding of the dimensions of poverty in the U.S.. Individual students will be judged to have mastered this concept if they obtain a rating of "complex level of understanding" in each of the dimensions of poverty in the portfolio.

[Redacted]

4. **Assessment Criteria** (This answers the question "how do you know" that students [in aggregate] are able to achieve the desired outcome. This should describe the PATTERNS OF EVIDENCE that you would see by looking at a GROUP OF STUDENTS.)

Example: 75% of students will have a rating on the scoring rubric of "complex level of understanding" on all of the sociological dimensions of poverty in the U.S.

[Redacted]

5. Narrative description of **the relationship of the outcome to TVCC's General Education Outcomes**. (if applicable).

Example: This outcome directly relates to students ability to critically think, as understanding the sociological dimensions of poverty in the U.S. challenges many 'common sense' approaches to poverty. This outcome also relates to Reading Comprehension and Written Communication, as they are required to engage in a critical reading of sociological texts, and demonstrate that they can apply those concepts to what they observe through their writing portfolio.

[Redacted]

6. Select the TVCC General Education Outcome that this objective relates to.

(Indicate by Marking the appropriate box with an "X")

Oral Communication  
 Computer Literacy

Written Communication  
 Critical Thinking

Reading Comprehension  
 Mathematics



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 Learning Enhancement Annual Plans (LEAPs)

Academic Program Name:

Tech

Person Responsible:

[Redacted]

\*All items must have significant input of faculty.

July 15, 2005: Deans & Division Chairs should complete items 1-6 for the 2005-2006 year

1. **Desired Outcome** (A statement of what students will be able to ... demonstrate..., know..., do..., etc... ~ That is, as a result of your course and/or program, what will students be able to achieve that they were not able to prior to the learning experience[s]).  
 Example: Students will demonstrate understanding of the dimensions of poverty.

[Redacted]

2. **Implementation Strategy** (Describes the tactic[s] to be used to influence this outcome. What will you do to create an environment in which this learning can occur?)  
 Example: Class discussions, lectures, and outside readings will be used to expose students to the concepts of poverty. Community service experiences will be used to have students to gain a better understanding of poverty.

[Redacted]

3. **Assessment Method** (The method or methods you will use to determine if students achieve the desired outcome? Describe the ASSESSMENT TOOL (rubric, portfolio, observation of performances, standardized test), the FOCUS of the ASSESSMENT tool (measure students understanding of the dimensions of poverty), WHO is to be ASSESSED (all students or only certain students), WHEN the assessment will occur (at the end of SOCI1301), and if appropriate how INDIVIDUAL STUDENTS WILL DEMONSTRATE MASTERY.)

Example: At the end of each term, portfolios of students completing SOCI 1301 will be scored using a rubric that evaluates students level of understanding of the dimensions of poverty in the U.S.. Individual students will be judged to have mastered this concept if they obtain a rating of "complex level of understanding" in each of the dimensions of poverty in the portfolio.

[Redacted]

4. **Assessment Criteria** (This answers the question "how do you know" that students [in aggregate] are able to achieve the desired outcome. This should describe the PATTERNS OF EVIDENCE that you would see by looking at a GROUP OF STUDENTS.)

Example: 75% of students will have a rating on the scoring rubric of "complex level of understanding" on all of the sociological dimensions of poverty in the U.S.

[Redacted]

5. Narrative description of the relationship of the outcome to TVCC's General Education Outcomes, (if applicable).

Example: This outcome directly relates to students ability to critically think, as understanding the sociological dimensions of poverty in the U.S. challenges many 'common sense' approaches to poverty. This outcome also relates to Reading Comprehension and Written Communication, as they are required to engage in a critical reading of sociological texts, and demonstrate that they can apply those concepts to what they observe through their writing portfolio.

[Redacted]

6. Select the TVCC General Education Outcome that this objective relates to.

(Indicate by Marking the appropriate box with an "X")

- |  |   |   |
|--|---|---|
| <input checked="" type="checkbox"/> Oral Communication | <input checked="" type="checkbox"/> Written Communication | <input checked="" type="checkbox"/> Reading Comprehension |
| <input checked="" type="checkbox"/> Computer Literacy  | <input checked="" type="checkbox"/> Critical Thinking     | <input type="checkbox"/> Mathematics                      |

**INFORMATION AVAILABLE ON THE WEB**

General Planning and Institutional Effectiveness Website: <http://www.tvcc.edu/opie>

Website for LEAPs Form: <http://www.tvcc.edu/OPIE/StudentLearning/LEAPsForm.doc>



**Trinity Valley Community College  
Student Learning Outcomes  
Learning Enhancement Annual Plans (LEAPs)**

Academic Program Name

*Computer Maint Tech*

Person Responsible

*M. Smith*

All items must have significant input of faculty

**July 15, 2005 (Deans & Director Chair should complete items 1-3 for the 2005-2006 year)**

1. **Desired Outcome** (A statement of what student(s) will be able to demonstrate, know, do, etc., that is, as a result of your course and/or program, what will student be able to achieve that they were not able to prior to the learning experience(s))

*Students will be able to construct a peer-to-peer Network*

2. **Implementation Strategy** (Describes the tactics to be used to enhance this outcome) (Examples: Community service experience, will be used to have students gain a better understanding of poverty)

*Provide Computer Mics & then lecture and written assignments, finally instruction & demonstration of the process*

3. **Assessment Method** (The method or methods you will use to determine if students achieve the desired outcome?)

Examples: A test, a portfolio, a scoring rubric, a focus group with students, observation of student performances, etc.

*Student must score a 70% or better on a Checklist of items to be accomplished to setup Network*

4. **Assessment Criteria** (This answers the question "how do you know" that students (in aggregate) are able to achieve the desired outcome.)  
Example: 75% of students will be able to perform at a certain level on an assessment activity.

90% of students should accomplish 70% of checklist items.

5. Narrative description of the relationship of the outcome to TVGC's General Education Outcomes (if applicable)

Will be able to display computer literacy by reading computer text & identify & apply critical thinking skills to complete assigned tasks

6. Select the TVGC General Education Outcome that this objective relates to (Indicate by Marking the appropriate box with an "X")

Oral Communication       Written Communication       Reading Comprehension  
 Computer Literacy       Critical Thinking       Mathematics

August 2005 thru June 2006 (Faculty Division Chairs & Deans should engage in item 7)

7. Implementation and Ongoing assessment throughout the year

July 15, 2006 (Faculty Division Chairs & Deans should complete items 8 & 9 for the 2005-2006 year)

8. Narrative of the observed results using the assessment method & criteria described above (what did you observe?)

9. Description of the changes that are made as a result of what was learned (what types of changes were made to your course, program, curriculum, instructional technique, implementation strategies, etc. as a result of what you learned?)

Example of a cycle: Academic Year 2005-2006

- o Deans have LEAPs for all programs approved by July 15, 2005 (items 1-6)
- o Departments conduct ongoing assessment of LEAPs from Aug. 2005 thru June 15, 2006 (item 7)
- o Departments shall document the results of their LEAPs by July 15, 2006. (items 8-9)
- o Deans & Dean of Institutional Effectiveness, compile an annual Learning Outcomes Report

**INFORMATION AVAILABLE ON THE WEB**

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**Trinity Valley Community College  
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Academic Program Name

*Computer Network*

Person Responsible

*Cheryl Stoltz*

All items must have significant input of faculty

**July 15, 2005 (Using a Division Chair should complete Form 1.0 for the 2005-2006 year)**

**1. Desired Outcome** (A statement of what students will be able to demonstrate, know, do, etc., that is a result of your course and/or program; what will students be able to achieve that they were not able to prior to the learning experience(s).)

*Every PC's, students will be able to install & remove, or double load cards*

**2. Implementation Strategy** (Describes the tactics to be used to influence this outcome. Example: Community service experience will be used to have students gain a better understanding of poverty.)

*provide computer & hand cards, & thru lecture, lab, written assignments, & finally internet & demonstration process*

**3. Assessment Method** (The method or methods you will use to determine if students achieve the desired outcome(s). Examples: A test, a portfolio, a scoring rubric, a focus group with students, observation of student performances, etc.)

*Student met score a 70% or better on a checklist of items to be completed to install hand cards*

4. **Assessment Criteria** (This answers the question "how do you know that students (in aggregate) are able to achieve the desired outcome?")  
 Example: "75% of students will be able to perform at a certain level on an assessment activity."

90% of students should accomplish 10 of 29 Checklist items

5. Narrative description of the relationship of the outcome to TVCC's General Education Outcomes (if applicable)

Will be able to display computer literacy by reading computer text & handouts, & apply critical thinking skills to complete assigned tasks

6. Select the TVCC General Education Outcome that this objective relates to (Indicate by Marking the appropriate box with an "X")

- |  |   |   |
|--|---|---|
| <input checked="" type="checkbox"/> Oral Communication | <input checked="" type="checkbox"/> Written Communication | <input checked="" type="checkbox"/> Reading Comprehension |
| <input checked="" type="checkbox"/> Computer Literacy  | <input checked="" type="checkbox"/> Critical Thinking     | <input type="checkbox"/> Mathematics                      |

August 2005 thru June 2006 (Faculty, Division Chairs & Deans should endorse in item 7)

7. Implementation and Ongoing assessment throughout the year

July 15, 2006 (Faculty, Division Chairs & Deans should complete items 8 & 9 for the 2005-2006 year)

8. Narrative of the observed results using the assessment method & criteria described above (what did you observe?)

9. Description of the changes that are made as a result of what was learned (what types of changes were made to your course, program, curriculum, instructional technique, implementation strategies, etc. as a result of what you learned?)

Example of a cycle—Academic Year 2005-2006

- o Deans have LEAPs for all programs approved by July 15, 2005 (items 1-6)
- o Departments conduct ongoing assessment of LEAPs from Aug. 2005 thru June 15, 2006 (item 7)
- o Departments shall document the results of their LEAPs by July 15, 2006 (items 8-9)
- o Deans & Dean of Institutional Effectiveness, compile an annual Learning Outcomes Report

**INFORMATION AVAILABLE ON THE WEB**

General Planning and Institutional Effectiveness Website: <http://www.tvcc.edu/opie>

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**Trinity Valley Community College  
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Learning Enhancement Annual Plans (LEAPs)**

Academic Program Name:

*Computer Assistant Tech*

Person Responsible:

*Shirley Galt*

All items must have significant input of faculty

**July 15, 2005: College & Division Chairs should complete items 1-6 for the 2005-2006 year!**

1. **Desired Outcome** (A statement of what students will be able to demonstrate, know, do, gain, that is a result of your course and/or program, what will students be able to achieve that they were not able to improve the learning experience(s))

*Student will be able to disassemble & reassemble a typical P.C.*

2. **Implementation Strategy** (Describes the tactic(s) to be used to influence this outcome.)  
Example: Community service experiences will be used to have students to gain a better understanding of poverty)

*Provide computer, & then lecture, lab, written assignments, fully instruct & demonstrate process*

3. **Assessment Method** (The method or methods you will use to determine if students achieve the desired outcome?)

Examples: A test, a portfolio, a scoring rubric, a focus group with students, observation of student performances, etc.

*Student unit score a 70% or better on a checklist of items to be accomplished to reassemble computer*