

2006-2011 Academic Education Outcomes

Trinity Valley Community
College

AA in Teaching Education

Plan Period: FY07

Outcome ID#: 762

Outcome Description

Students will gain an understanding of issues specifically related to the physical and emotional development of children during middle childhood (ages 6-years to 12-years) and adolescence.

Outcome Strategy

Students will gain an understanding of the desired outcome by attending class lectures, reading the related text material, and by participating in class interactions, discussions, and presentations.

Outcome Method

Assessment will be determined by a ten-question, short essay, specifically developed examination to be given after the presentation of material covering the desired outcome.

Outcome Criterion

80% of the students will show mastery of 7 of the 10 examination questions.

Strategic Plan Relationship

Students will apply reading comprehension, critical thinking, and oral communication to gain a thorough understanding of the desired outcome. Reading comprehension and written communication will be utilized as a means of demonstrating comprehension of the desired outcome.

Outcome Results

Results: Test results show that 12 of the 12 students tested, correctly answered at least 7 of the 10 questions – or 100%

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

No changes were made

Planned Distance Learning Improvement as an Outcome Result

NA

AA in Teaching Education

Plan Period: FY07

Outcome ID#: 763

Outcome Description

Students will acquire an understanding of teaching as a profession by gaining a basic understanding of educational philosophies.

Outcome Strategy

Students will gain an understanding of the desired outcome by attending class sessions, reading the related text materials, and participating in class interactions, discussions and presentations.

Outcome Method

Assessment will be determined by a ten-question, short essay, specifically developed examination to be given after the presentation of material covering the desired outcome.

Outcome Criterion

80% of the students tested will show mastery of 7 of the 10 examination items.

Strategic Plan Relationship

Students will apply reading comprehension, critical thinking, and oral communication to gain a thorough understanding of the desired outcome. Reading comprehension and written communication will be utilized as a means of demonstrating comprehension of the desired outcome.

Outcome Results

80% of the students did show mastery of 7 of the 10 examination items. Items 1, 7, 8 and 10 had 13 of 14 students answer correctly (93%). Items 2, 3, and 6 had 12 of 14 students answer correctly (86%). Items 4, 5 and 9 were below the 80% mark. Each of these items dealt with understanding the general philosophical concepts of epistemology and metaphysics, which some students had trouble comprehending.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

I will look at changing the presentation dealing with core philosophical principals to increase understanding of these principals before tying them back into the section regarding educational philosophies. None of the students in this class had ever had a course in general philosophy, so the concepts of epistemology and metaphysics did cause some problems in understanding.

Planned Distance Learning Improvement as an Outcome Result

NA

AA in Teaching Education

Plan Period: FY07

Outcome ID#: 764

Outcome Description

Students will gain an understanding of issues specifically related to the conception, prenatal, and neonatal period of child development.

Outcome Strategy

Students will gain an understanding of the desired outcome by attending class sessions, reading the related text material, and participating in class interactions, discussions and presentations.

Outcome Method

Assessment will be determined by a ten-question, short essay, specifically developed examination to be given after the presentation of material covering the desired outcome.

Outcome Criterion

80% of the students tested will show mastery of 7 of the 10 examination items.

Strategic Plan Relationship

Students will apply reading comprehension, critical thinking, and oral communication to gain a thorough understanding of the desired outcome. Reading comprehension and written communication will be utilized as a means of demonstrating comprehension of the desired outcome.

Outcome Results

Results: Test results show that 13 of the 14 students tested, correctly answered at least 7 of the 10 questions – or 93% of the students answered at least 7 of the 10 questions correctly.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Students answering fewer than 7 of the 10 questions correctly met with the instructor for one class period to review correct answers

Planned Distance Learning Improvement as an Outcome Result

NA

AA in Teaching Education

Plan Period: FY08

Outcome ID#: 991

Outcome Description

Students will acquire an understanding of teaching as a profession by gaining a basic understanding of the history of American public education.

Outcome Strategy

Students will gain an understanding of the desired outcome by attending class sessions, reading the related text material, and participating in class interactions, discussions and presentations.

Outcome Method

Assessment will be determined by a ten-question short essay, specifically developed examination to be given after the presentation of material covering the desired outcome.

Outcome Criterion

80% of the students tested will show mastery of 7 of the 10 examination items.

Strategic Plan Relationship

Students will apply reading comprehension, critical thinking and oral communication to gain a thorough understanding of the desired outcome. Reading comprehension and written communication will be utilized as a means of demonstrating comprehension of the desired outcome. Students will also understand the cultural and ethnic diversity that played a role in the development of American education and see how the development of the American education system is closely related to the political, economic and social systems of the country.

Outcome Results

80% of the students did show mastery (70% or better) of 7 of the 10 examination items. Item 1 had 14 of 14 students answer correctly (100%). Items 5,7,and 10 had 13 of 14 students answer correctly(93%). Items 8 and 9 had 12 of 14 answered correctly(86%). Items 3 and 6 had 11 out of 14 answered correctly (77%). Item 2 had 10 of 14 students answer correctly(71%). Only item 4 was below the 70% mark (7 out of 14 correct).

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Overall the instructor was pleased with the results. The Kalamazoo case was probably the most obscure of the events covered on the list, and it is not surprising that it was the one event that gave them the most trouble. More emphasis will be placed on this area with handouts given and group discussion included on this topic. Other than that area the instructor plans no major changes as a result of these findings.

Planned Distance Learning Improvement as an Outcome Result

NA

AA in Teaching Education

Plan Period: FY09

Outcome ID#: 5621

Outcome Description

Students will demonstrate an understanding of the major learning styles - Visual Learners, Auditory Learners, and Kinesthetic Learners.

Outcome Strategy

Students will gain an understanding of the desired outcome by attending class lectures, reading the related text material and by participating in class interactions, discussions and presentations.

Outcome Method

Assessment will be determined by a ten-question, short essay, specifically developed examination to be given after the presentation of material covering the desired outcome.

Outcome Criterion

80% of the students will show mastery of 7 of the 10 examination questions.

Strategic Plan Relationship

This outcome involves the student being able to communicate effectively in both oral and written language as they practically apply textbook knowledge. Through group projects and class participation, students will develop skills to become an engaged learner.

Outcome Results

Eight of the eight students enrolled completed the assessment designed for Outcome #1. Seven students, or 88%, answered seven out of the ten questions correctly. One of the students, 12%, made a score less than 70%.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

To improve student success on this assessment, I will assign study groups and have them meet at least one time during the class period so that I will be available to answer questions.

Planned Distance Learning Improvement as an Outcome Result

NA

AA in Teaching Education

Plan Period: FY09

Outcome ID#: 5622

Outcome Description

Students will demonstrate an understanding of the provisions included in the "No Child Left Behind" Legislation.

Outcome Strategy

Students will gain an understanding of the desired outcome by attending class lectures, reading the related text material and by participating in class interactions, discussions and presentations.

Outcome Method

Assessment will be determined by a ten-question, short essay, specifically developed examination to be given after the presentation of material covering the desired outcome.

Outcome Criterion

80% of the students will show mastery of 7 of the 10 examination questions.

Strategic Plan Relationship

This outcome involves the student being able to communicate effectively in both oral and written language as they practically apply textbook knowledge. Through group projects and class participation, students will develop skills to become an engaged learner.

Outcome Results

All students enrolled (eight students) completed the assessment designed for Outcome #2. Six students, 75%, answered at least seven out of the ten questions correctly. Twenty-five percent of the students (two) made a score less than 70%.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

In order to improve student success on the assessment of Outcome #2, I will assign study groups and have them meet with me at least once during the period prior to the test.

Planned Distance Learning Improvement as an Outcome Result

NA

AA in Teaching Education

Plan Period: FY09

Outcome ID#: 5623

Outcome Description

Students will demonstrate an understanding of the legal rights of both the teacher and the student in the Public School System.

Outcome Strategy

Students will gain an understanding of the desired outcome by attending class lectures, reading the related text material and by participating in class interactions, discussions and presentations.

Outcome Method

Assessment will be determined by a ten-question, short essay, specifically developed examination to be given after the presentation of material covering the desired outcome.

Outcome Criterion

80% of the students will show mastery of 7 of the 10 examination questions.

Strategic Plan Relationship

This outcome involves the student being able to communicate effectively in both oral and written language as they practically apply textbook knowledge. Through group projects and class participation, students will develop skills to become an engaged learner.

Outcome Results

Eight of the eight students enrolled completed the assessment designed for Outcome #3. Eight students, 100%, answered at least seven of the ten questions correctly.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Student success was very high on the assessment - no changes are planned

Planned Distance Learning Improvement as an Outcome Result

NA

AA in Teaching Education

Plan Period: FY10

Outcome ID#: 5927

Outcome Description

Students will gain an understanding of the many educational options available to families and children through public school choice.

Outcome Strategy

Students will gain an understanding of the desired outcome by attending class lectures, reading the related text material and by participating in class interactions, discussions, and presentations.

Outcome Method

Assessment will be determined by a ten-question, short essay, specifically developed examination to be given after the presentation of material covering the desired outcome.

Outcome Criterion

80% of the students will show mastery of 7 of the 10 exam questions

Strategic Plan Relationship

This outcome involves the student being able to communicate effectively in both oral and written language as they practically apply textbook knowledge. Through group projects and class participation, students will develop skills to become an engaged learner.

Outcome Results

All students enrolled (31) completed the assessment designed for Outcome #1. Twenty-five students, 65% answered at least seven out of the ten questions correctly. Three students, nine percent, failed.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

In order to improve student success on the assessment I would assign study groups and have them meet with me at least once during the period prior to the test.

Planned Distance Learning Improvement as an Outcome Result

NA

AA in Teaching Education

Plan Period: FY10

Outcome ID#: 5928

Outcome Description

Students will gain the ability to recognize a variety of family structures and develop an understanding of how family structure impacts a child's ability to learn.

Outcome Strategy

Students will gain an understanding of the desired outcome by attending class lectures, reading the related text material and by participating in class interactions, discussions, and presentations.

Outcome Method

Assessment will be determined by a ten-question, short essay, specifically developed examination to be given after the presentation of material covering the desired outcome.

Outcome Criterion

80% of the students will show mastery of 7 of the 10 exam questions

Strategic Plan Relationship

This outcome involves the student being able to communicate effectively in both oral and written language as they practically apply textbook knowledge. Through group projects and class participation, students will develop skills to become an engaged learner.

Outcome Results

All of the thirty-one students enrolled in the course took the assessment designed for Outcome #2. Ninety-eight percent of the students answered at least seven of the ten questions correctly - one student failed.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Since student success was relatively high, I would probably invite students to meet with me in my office if they were apprehensive about the next test but not require it.

Planned Distance Learning Improvement as an Outcome Result

NA

AA in Teaching Education

Plan Period: FY10

Outcome ID#: 5929

Outcome Description

Students will gain an understanding of public school funding.

Outcome Strategy

Students will gain an understanding of the desired outcome by attending class lectures, reading the related texts material and by participating in class interactions, discussions and presentations.

Outcome Method

Assessment will be determined by a ten-question, short essay, specifically developed examination to be given after the presentation of material covering the desired outcome.

Outcome Criterion

80% of the students will show mastery of 7 of the 10 exam questions

Strategic Plan Relationship

This outcome involves the student being able to communicate effectively in both oral and written language as they practically apply textbook knowledge. Through group projects and class participation, students will develop skills to become an engaged learner.

Outcome Results

Of the thirty students enrolled in the course, twenty-nine completed the assessment designed for Outcome #3. Twenty-eight of the students, or ninety-seven percent answered at least seven of the ten questions correctly. None of the students failed.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

No changes would be made.

Planned Distance Learning Improvement as an Outcome Result

NA

AA in Teaching Education

Plan Period: FY11

Outcome ID#: 6216

Outcome Description

Outcome #1 EDUC 1301

Students will gain an understanding of the three major learning styles: visual, auditory and kinesthetic.

Outcome Strategy

Students will gain an understanding of the desired outcome by attending class lectures, reading related text material and participating in class discussions and presentations.

Outcome Method

Assessment will be determined by a ten-question, short essay specifically developed examination to be given after the presentation of material covering the outcome.

Outcome Criterion

80% of the students will show mastery on 7 of the 10 exam questions

Strategic Plan Relationship

This outcome involves the student being able to communicate effectively in both oral and written language as they practically apply textbook knowledge. Through group projects and class participation, students will develop skills to become an engaged learner.

Outcome Results

Fall 2010- Of the thirty students enrolled, twenty-eight students participated in the assessment and 82% met the criteria for success.

Spring 2011 - Of the thirty-five students enrolled, thirty-four students participated in the assessment and 82% met the criteria for success.

2010-2011 total - Of the sixty-five students enrolled, sixty-two students participated in the assessment and 82% met the criteria for success.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

As a result of this evaluation, I will re-evaluate my assessment tool. If I decide to continue using the current assessment, then I will spend more time preparing students on what is expected on a short essay examination.

Planned Distance Learning Improvement as an Outcome Result

NA

AA in Teaching Education

Plan Period: FY11

Outcome ID#: 6217

Outcome Description

Outcome #2 EDUC 1301

Students will understand the concepts "tracking" and "detracking" in the Public School System.

Outcome Strategy

Students will gain an understanding of the desired outcome by attending class lectures, reading related text material and participating in class discussions and presentations.

Outcome Method

Assessment will be determined by a ten-question, short essay, specifically developed examination to be given after the presentation of material covering the outcome.

Outcome Criterion

80% of the students will show mastery on 7 of the 10 exam questions

Strategic Plan Relationship

This outcome involves the student being able to communicate effectively in both oral and written language as they practically apply textbook knowledge.. Through group projects and class participation, students will develop skills to become an engaged learner.

Outcome Results

Fall 2010- Of the twenty-eight students enrolled, twenty-five students participated in the assessment and 100% met the criteria for success.

Spring 2011 - Of the thirty-four students enrolled, thirty-three students participated in the assessment and 100% met the criteria for success.

2010-2011 total - Of the sixty-two students enrolled, fifty-eight students participated in the assessment and 100% met the criteria for success.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

As a result of this evaluation, I will re-evaluate my assessment tool. If I decide to continue using the current assessment, then I will spend more time preparing students on what is expected on a short essay examination.

Planned Distance Learning Improvement as an Outcome Result

NA

AA in Teaching Education

Plan Period: FY11

Outcome ID#: 6218

Outcome Description

Outcome #3 EDUC 1301

Students will become familiar with the four "Models for Effective Teaching."

Outcome Strategy

Students will gain an understanding of the desired outcome by attending class lectures, reading related text material and participating in class discussions and presentations.

Outcome Method

Assessment will be determined by a ten-question, short essay, specifically developed examination to be given after the presentation of material covering the outcome.

Outcome Criterion

80% of the students will show mastery on 7 of the 10 exam questions

Strategic Plan Relationship

This outcome involves the student being able to communicate effectively in both oral and written language as they practically apply textbook knowledge. Through group projects and class participation, students will develop skills to become an engaged learner.

Outcome Results

Fall 2010- Of the twenty-four students enrolled, twenty-three students participated in the assessment and 96% met the criteria for success.

Spring 2011 - Of the thirty-two students enrolled, thirty-one students participated in the assessment and 97% met the criteria for success.

2010-2011 total - Of the fifty-six students enrolled, fifty-four students participated in the assessment and 96% met the criteria for success.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

As a result of this evaluation, I will re-evaluate my assessment tool. If I decide to continue using the current assessment, then I will spend more time preparing students on what is expected on a short essay examination.

Planned Distance Learning Improvement as an Outcome Result

NA

Accounting Education

Plan Period: FY06

Outcome ID#: 249

Outcome Description

Students will be able to examine, classify, analyze, and record accounting data, in accordance with accepted financial accounting principles. Students will be able to assess accuracy, completeness, and conformance to reporting and procedural standards.

Outcome Strategy

Students will have classroom lecture, classroom lab, video presentations, internet presentations, computer projection and overhead projector presentations, and hands-on problem and exercise solving activities which will enable them to become familiar with Generally accepted Accounting Principle methods.

Outcome Method

Accounting problem tests will be administered throughout the semester to accounting students. The test will be given to all Financial accounting student enrolled in Program. It can then be determined the level at which the students have achieved the desired accounting learning outcome.

Outcome Criterion

80% of the students assessed Financial accounting will be able to achieve the desired accounting learning outcomes by achieving 75% accuracy on the accounting tests administered.

Strategic Plan Relationship

Students will be required to utilize thinking skills, reading comprehension skills, and mathematical skills to achieve the learning outcome.

Outcome Results

The evaluation device developed to evaluate this LEAP required the students to utilize written communication, critical thinking skills, reading comprehension and mathematical skills in order to achieve the required outcome.. The evaluative instrument administered provided feedback showing that 91.67 % of the assessed students were able to complete the learning activity successfully while 8.33 % of the students assessed were not able to complete the activity successfully. Mathematical skills, Reading comprehension, and critical thinking skills were demonstrated by those scoring in the successful category. The Accounting students assessed had to read, examine, analyze, classify, mentally prepare and write the accounting data in acceptable form for them to be successful on the activity. In addition, the student had to access accuracy, completeness, and conformance to reporting standards. In the unsuccessful category a lack of focus along with the inability to analyze, classify, and prepare as well as an inability to utilize critical thinking skills appeared to be lacking.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

The unsuccessful (8.33 %) students will need additional practice and possibly tutoring in order for them to be successful. Additional practice will be provided in the accounting class in the form of additional related accounting problems and exercises. Additionally, the illustrated problems at the end of each chapter will become

a part of the student work and discussion. The student will be asked to complete an application for tutoring and a schedule for tutoring will be developed with the special services department if possible . (Assuming the student meets the application requirements) If possible students will be encouraged to form student study groups, with an accomplished student leading the study session. If accounting questions arise the group leader or any member of the study group can visit with the instructor for help and guidance. Weekly learning activities (pop tests) will be administered so that the material assigned is read. Internet activities will also assigned.

Planned Distance Learning Improvement as an Outcome Result

NA

Accounting Education

Plan Period: FY06

Outcome ID#: 250

Outcome Description

Students will be able to examine, analyze, classify, prepare and record accounting data for an Income Statement, Balance Sheet and an Equity or Retained Earnings Statement, in accordance with General Accounting Methods and Principles.

Outcome Strategy

Students will have classroom lecture, classroom lab, video presentations, internet presentations, computer projection and overhead projector presentations, and hands-on problem and exercise solving activities which will enable them to become familiar with Generally Accepted Accounting Principles methods.

Outcome Method

Accounting problem tests will be administered throughout the semester to accounting students. The test will be given to all Financial accounting students enrolled the Programs. It can then be determined the level at which the students have achieved the desired accounting learning outcome.

Outcome Criterion

80% of the students assess in Financial Accounting will be able to achieve the desired accounting learning outcomes by achieving 75% accuracy on the accounting tests administered.

Strategic Plan Relationship

Students will be required to utilize critical thinking skills, reading comprehension skills, written communication and mathematical skills to achieve the learning outcome. Students will have to read the accounting problem, assemble and classify the accounting data, calculate the accounting amounts, and write the information in an acceptable form.

Outcome Results

The evaluation device developed to evaluate this LEAP required the students to utilize written communication, critical thinking skills, reading comprehension and mathematical skills in order to achieve the required outcome.. The evaluative instrument administered provided feedback showing that 87.5 % of the assessed students were able to complete the learning activity successfully while 12.5 % of the students assessed were not able to complete the activity successfully. Written Communication, Mathematical skills, Reading comprehension, and critical thinking skills were demonstrated by those scoring in the successful category. The Accounting students assessed had to read, examine, analyze, classify, mentally prepare and write the accounting data in acceptable form for them to be successful on the activity. In the unsuccessful category a lack of focus along with the inability to analyze, classify, and prepare as well as an inability to utilize critical thinking skills appeared to be lacking.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

The unsuccessful (12.5 %) students will need additional practice and possibly tutoring in order for them to be successful. Additional practice will be provided in the accounting class in the form of additional related accounting problems and exercises. Additionally, the illustrated problems at the end of each chapter will become a part of the student work and discussion. The student will be asked to complete an application for tutoring and a schedule for tutoring will be developed with the special services department if possible . (Assuming the student meets the application requirements) If possible students will be encouraged to form student study groups, with an accomplished student leading the study session. If accounting questions arise the group leader or any member of the study group can visit with the instructor for help and guidance. Weekly learning activities (pop tests) will be administered so that the material assigned is read. Internet activities will also assigned.

Planned Distance Learning Improvement as an Outcome Result

NA

Accounting Education

Plan Period: FY06

Outcome ID#: 251

Outcome Description

Students will be able to examine, analyze, classify, prepare and record accounting data for Horizontal and Vertical Analysis, and complete ratios for Solvency and Profitability analysis.

Outcome Strategy

Students will have classroom lecture, classroom lab, video presentations, internet presentations, computer projection and overhead projector presentations, and hands-on problem and exercise solving activities which will enable them to become familiar with Generally Accepted Accounting Principles methods.

Outcome Method

Accounting problem tests will be administered throughout the semester to accounting students. The test will be given to all Managerial accounting students enrolled the Programs. It can then be determined the level at which the students have achieved the desired accounting learning outcome.

Outcome Criterion

80% of the students assessed Financial Accounting will be able to achieve the desired accounting learning outcomes by achieving 75% accuracy on the accounting tests administered.

Strategic Plan Relationship

Students will be required to utilize critical thinking skills, reading comprehension skills, written communication and mathematical skills to achieve the learning outcome. Students will have to read the accounting problem, assemble and classify the accounting data, calculate the accounting amounts, and write the information in an acceptable form.

Outcome Results

The evaluation device developed to evaluate this LEAP required the students to utilize written communication, critical thinking skills, reading comprehension and mathematical skills in order to achieve the required outcome.. The evaluative instrument administered provided feedback showing that 75 % of the assessed students were able to complete the learning activity successfully while 25 % of the students assessed were not able to complete the activity successfully. Mathematical skills, Reading comprehension, and critical thinking skills were demonstrated by those scoring in the successful category. The Accounting students assessed had to read, examine, analyze, classify, mentally prepare and write the accounting data in acceptable form for them to be successful on the activity. In addition, the student had to access accuracy, completeness, and conformance to reporting standards. In the unsuccessful category a lack of focus along with the inability to calculate the accounting formulas caused the unsuccessful completers to not score high enough on the evaluation tool.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

The unsuccessful (25 %) students will need additional practice and possibly tutoring in order for them to be successful. Additional practice will be provided in the accounting class in the form of additional related

accounting problems and exercises. Additionally, the illustrated problems at the end of each chapter will become a part of the student work and discussion. The student will be asked to complete an application for tutoring and a schedule for tutoring will be developed with the special services department if possible . (Assuming the student meets the application requirements) If possible students will be encouraged to form student study groups, with an accomplished student leading the study session. If accounting questions arise the group leader or any member of the study group can visit with the instructor for help and guidance. Weekly learning activities (pop tests) will be administered so that the material assigned is read. Internet activities will also assigned.

Planned Distance Learning Improvement as an Outcome Result

NA

Accounting Education

Plan Period: FY07

Outcome ID#: 650

Outcome Description

The student will be able to calculate payroll including, the calculation of regular pay, overtime pay, FICA taxes, Federal Income Tax, Medicare Tax: In addition, student will calculate volunteer deductions, employers taxes including, FICA, FUTA, SUTA, Medicare taxes and journalize the appropriate entries for the payroll register and journalize the employer payroll taxes entry.

Outcome Strategy

Students will have classroom lecture, classroom lab, video presentations, internet presentations, computer projection and overhead presentations and hands on problem and exercise solving activities, which will enable them to become familiar with Generally Accepted Accounting Principles and Practices.

Outcome Method

Accounting problem tests will be administered throughout the semester to accounting students. The tests will be given to students enrolled in Financial Accounting classes. A random selection of the class to be tested will be conducted. It can then be determined the level at which the students have achieved the desired accounting learning outcome.

Outcome Criterion

80 % of the students assessed in Financial Accounting will be able to achieve the desired accounting learning outcome by achieving 75 % accuracy on the accounting test instrument administered.

Strategic Plan Relationship

Students will be required to utilize critical thinking skills, reading comprehension skills, and mathematical skills to achieve the learning outcomes.

Outcome Results

Eighty two per cent (82%)of the Financial Accounting students assessed achieved seventy five (75%)accuracy when assessed on the learning outcome.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

No changes are planned for the way the material is being presented because of the passing percentage of students who met the learning objective. For the students who did NOT accomplish the stated objective, the instructor promptly advised the students to seek tutoring, go to the learning lab, participate in the accounting study buddy program, or use the learning videos and audios available.

Planned Distance Learning Improvement as an Outcome Result

NA

Accounting Education

Plan Period: FY07

Outcome ID#: 651

Outcome Description

The student will be able to Journalize the entries for notes receivable, calculate interest, calculate maturity value, calculate the proceeds from the discounting of a notes receivable, and calculate due date (maturity date). Student will be able to list the common receivables.

Outcome Strategy

Students will have classroom lecture, classroom lab, video presentations, internet presentations, computer projection and overhead presentations and hands on problem and exercise solving activities, which will enable them to become familiar with Generally Accepted Accounting Principles and Practices.

Outcome Method

Accounting problem tests will be administered throughout the semester to accounting students. The tests will be given to students enrolled in Financial Accounting classes. A random selection of the class to be tested will be conducted. It can then be determined the level at which the students have achieved the desired accounting learning outcome.

Outcome Criterion

80 % of the students assessed in Financial Accounting will be able to achieve the desired accounting learning outcome by achieving 75 % accuracy on the accounting test instrument administered.

Strategic Plan Relationship

Students will be required to utilize critical thinking skills, reading comprehension skills, and mathematical skills to achieve the learning outcomes.

Outcome Results

Eighty three Percent (83%) of the Financial Accounting Students assessed scored seventy five (75%) percent accuracy when assessed on the learning outcome.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

No changes are planned for the way the material is being presented because of the passing percentage of students who met the learning objective. For the students who did NOT accomplish the stated objective, the instructor promptly advised the students to seek tutoring, go to the learning lab, participate in the accounting study buddy program, or use the learning videos and audios available.

Planned Distance Learning Improvement as an Outcome Result

NA

Accounting Education

Plan Period: FY07

Outcome ID#: 652

Outcome Description

The student will be able to prepare a worksheet for the cash flow statement and then prepare and complete the cash flow statement using the indirect method. The student will be given the appropriate information from which to complete the cash flow worksheet and statement (comparative balance sheet, income statement, retained earnings statement, additional supplemental information) Student will complete the statement based on the information provided.

Outcome Strategy

Students will have classroom lecture, classroom lab, video presentations, internet presentations, computer projection and overhead presentations and hands on problem and exercise solving activities, which will enable them to become familiar with Generally Accepted Accounting Principles and Practices.

Outcome Method

Accounting problem tests will be administered throughout the semester to accounting students. The tests will be given to students enrolled in Financial Accounting classes. A random selection of the class to be tested will be conducted. It can then be determined the level at which the students have achieved the desired accounting learning outcome.

Outcome Criterion

80 % of the students assessed in Financial Accounting will be able to achieve the desired accounting learning outcome by achieving 75 % accuracy on the accounting test instrument administered.

Strategic Plan Relationship

Students will be required to utilize critical thinking skills, reading comprehension skills, and mathematical skills to achieve the learning outcomes.

Outcome Results

Ninety Five Percent (95%) of the Managerial Accounting Students assessed scored seventy five (75%) percent or better when the accuracy of the learning outcome was assessed.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

No changes are planned for the way the material is being presented because of the passing percentage of students who met the learning objective. For the students who did NOT accomplish the stated objective, the instructor promptly advised the students to seek tutoring, go to the learning lab, participate in the accounting study buddy program, or use the learning videos and audios available.

Planned Distance Learning Improvement as an Outcome Result

NA

Accounting Education

Plan Period: FY08

Outcome ID#: 1213

Outcome Description

Students will be able to examine, analyze, classify, and record accounting transactions in a General Journal, in accordance with accepted double-entry bookkeeping practices.

Outcome Strategy

An understanding of the desired outcome by the students will be gained through reading the textbook material, class interaction, practice exercises/problems, and lectures.

Outcome Method

An assessment of the desired learning outcome will be determined by students completing a written and problem examination that will contain questions/problems specifically developed to determine the level students have achieved the desired learning outcome.

Outcome Criterion

Seventy per cent of the students that are assessed will be able to achieve a score of 70 per cent or better to show they met the desired learning out come based on the assessment activity.

Strategic Plan Relationship

This outcome relates to the students ability to communicate effectively thru written English. The students will have to read a written test and comprehend the questions/problems to answer then successfully.

Outcome Results

Ninety-four percent (94%) of ACNT 1303 (Introduction to Accounting) students assessed scored seventy percent (70%) or better when assessed on this learning outcome. This includes both face-to-face and distance education students.

Outcome Distance Learning Results

Eighty-two percent (82%) of ACNT 1303 (Introduction to Accounting) students assessed in the distance learning course only scored seventy percent (70%) or better when assessed on the learning outcome.

Planned Improvement as an Outcome Result

No changes are planned for the way the material is being presented because of the passing percentage of students who met the learning objective.

For students who did not achieve the desired outcome, immediate intervention was given in one-on-one tutoring through re-teaching, one-on-one instruction, study buddy system, the Learning Lab, and Student Support Services.

Planned Distance Learning Improvement as an Outcome Result

Plan to quiz frequently over smaller amounts of material to allow closer monitoring of the step-by-step accounting fundamentals.

Accounting Education

Plan Period: FY08

Outcome ID#: 1214

Outcome Description

Students will be able to examine, analyze, classify, prepare, and record accounting data for an Income Statement, in accordance with General Accounting Methods and Principles.

Outcome Strategy

An understanding of the desired outcome by the students will be gained through reading the textbook material, class interaction, practice exercises/problems, and lectures.

Outcome Method

An assessment of the desired learning outcome will be determined by students completing a written and problem examination that will contain questions/problems specifically developed to determine the level students have achieved the desired learning outcome.

Outcome Criterion

Seventy per cent of the students that are assessed will be able to achieve a score of 70 per cent or better to show they met the desired learning outcome based on the assessment activity.

Strategic Plan Relationship

This outcome relates to the students ability to communicate effectively thru written English. The students will have to read a written test and comprehend the questions/problems to answer then successfully.

Outcome Results

Ninety-nine percent (99%) of the ACNT 1303 students assessed scored at least seventy percent (70%) accuracy when assessed on this learning outcome. This includes both face-to-face and distance education students.

Outcome Distance Learning Results

Ninety-four percent (94%) of the ACNT 1303 students assessed scored at least seventy percent (70%) accuracy when assessed on this learning outcome. This is distance education students only.

Planned Improvement as an Outcome Result

No changes are planned for the way the material is being presented because of the high passing percentage of students who met the learning objective.

For the students who did not accomplish the stated objective, immediate attention was given to reteach this important concept. Assistance was also encouraged by providing time in the Learning Lab for one-on-one instructor tutoring.

Planned Distance Learning Improvement as an Outcome Result

No changes are planned for the way the material is being presented online because of the high passing percentage of students who met the learning objective.

Accounting Education

Plan Period: FY08

Outcome ID#: 1215

Outcome Description

Students will be able to calculate employee earnings and deductions and prepare and complete a Payroll Register.

Outcome Strategy

An understanding of the desired outcome by the students will be gained through reading the textbook material, class interaction, practice exercises/problems, and lectures.

Outcome Method

An assessment of the desired learning outcome will be determined by students completing a written and problem examination that will contain questions/problems specifically developed to determine the level students have achieved the desired learning outcome.

Outcome Criterion

Seventy per cent of the students that are assessed will be able to achieve a score of 70 per cent or better to show they met the desired learning outcome based on the assessment activity.

Strategic Plan Relationship

This outcome relates to the students ability to communicate effectively thru written English and have an understanding of mathematical information and utilize mathematical skills. The students will have to read a written test and comprehend the questions/problems and utilize mathematical skills to answer them successfully.

Outcome Results

Ninety-one percent (91%) of the ACNT 1303 students assessed scored at least seventy percent (70%) accuracy when assessed on this learning outcome. This includes both face-to-face and distance education students.

Outcome Distance Learning Results

Eighty-one percent (81%) of the ACNT 1303 students assessed scored at least seventy percent (70%) accuracy when assess on this learning outcome. This represents only those students enrolled in this course via distance education.

Planned Improvement as an Outcome Result

No changes are planned for the way the material is being presented because of the high passing percentage of students who met this learning outcome.

Students who did not accomplish the stated objective were given opportunities to master the learning outcome. Several methods were employed: re-teaching/retesting, one-on-one instructor time in the Learning Lab, and additional practice through the textbook's website.

Planned Distance Learning Improvement as an Outcome Result

No changes are planned for the way the material is being presented online because of the high passing percentage of students who met this learning outcome.

Accounting Education

Plan Period: FY09

Outcome ID#: 5822

Outcome Description

Students will be able to examine, analyze, classify, record, and calculate several methods of Inventory including: First in First Out, Last in First Out, Average Cost, Retail Method and Gross Profit Method.

Outcome Strategy

An understanding of the desired outcome by the students will be gained through reading the textbook material, class interaction, practice exercises/problems, eye opener activities, power point slides with "RF ResponseCard" questions and answer activities and lectures

Outcome Method

An assessment of the desired learning outcome will be determined by students completing a written and problem examination that will contain questions/problems specifically developed to determine the level students have achieved the desired learning outcome.

Outcome Criterion

Seventy per cent of the students that are assessed will be able to achieve a score of 70 per cent or better to show they met the desired learning out come based on the assessment activity

Strategic Plan Relationship

This outcome relates to the students ability to communicate effectively thru written English. The students will have to read a written test and comprehend the questions/problems to answer then successfully

Outcome Results

Eighty-six (86%) of Financial Accounting 2401 (Financial Accounting) students assessed scored seventy percent (70%) or better when assessed on this learning outcome. This data includes only face-to-face instruction for Accounting education students.

Outcome Distance Learning Results

Ninety per cent (90%) of the students assessed in the ACCT 2401 class scored better than (70%) when assessed on the learning outcome.

Planned Improvement as an Outcome Result

No changes are planned for the way the material is being presented because of the passing percentage of students who met the learning objective.

For students who did not achieve the desired outcome, immediate intervention was given in one-on-one tutoring through re-teaching, one-on-one instruction, study buddy system, study presentations through the use of accounting modules, the Learning Lab, and tutoring provided through the Student Support Services.

Planned Distance Learning Improvement as an Outcome Result

For students who did not achieve the desired outcome, immediate intervention was given online through

CengageNOW, the publisher's software program, utilizing flash cards, quiz bowls, and intensive re-teaching of concepts

Accounting Education

Plan Period: FY09

Outcome ID#: 5823

Outcome Description

Students will be able to examine, analyze, classify, record, and calculate several methods of Depreciation including: Straight Line, Double Declining Balance, Units of Production, and Sum of the Years Digits. Students will also be able to record journal entries for Depletion and Intangible Assets including Patents, Copyrights, Trademarks, and Goodwill.

Outcome Strategy

An understanding of the desired outcome by the students will be gained through reading the textbook material, class interaction, practice exercises/problems, eye opener activities, power point slides with RF ResponseCard questions and answer activities and lectures

Outcome Method

An assessment of the desired learning outcome will be determined by students completing a written and problem examination that will contain questions/problems specifically developed to determine the level students have achieved the desired learning outcome.

Outcome Criterion

Seventy per cent of the students that are assessed will be able to achieve a score of 70 per cent or better to show they met the desired learning out come based on the assessment activity.

Strategic Plan Relationship

This outcome relates to the students ability to communicate effectively thru written English. The students will have to read a written test and comprehend the questions/problems to answer then successfully

Outcome Results

Ninety per cent (90%) of the students assessed in the ACCT 2401 class scored better than (70%) when assessed on the learning outcome.

For students who did not achieve the desired outcome, immediate intervention was given online through CengageNOW, the publisher's software program, utilizing flash cards, quiz bowls, and intensive re-teaching of concepts

Outcome Distance Learning Results

Ninety per cent (90%) of the students assessed in the ACCT 2401 class scored better than (70%) when assessed on the learning outcome.

Planned Improvement as an Outcome Result

No changes are planned for the way the material is being presented because of the passing percentage of students who met the learning objective.

Planned Distance Learning Improvement as an Outcome Result

For students who did not achieve the desired outcome, immediate intervention was given online through CengageNOW, the publisher's software program, utilizing flash cards, quiz bowls, and intensive re-teaching of concepts

Accounting Education

Plan Period: FY09

Outcome ID#: 5824

Outcome Description

Students will be able to examine, analyze, classify, record, and calculate partnership establishment (purchase of an interest and/or contribution of assets) and division of income and the division of gain or loss on liquidation of the partnership. Additionally, students will journalize the entries necessary to record the sale of the assets including showing the gains or losses, payments of liabilities and the distribution of cash to the partners.

Outcome Strategy

An understanding of the desired outcome by the students will be gained through reading the textbook material, class interaction, practice exercises/problems, eye opener activities, power point slides with RF ResponseCard questions and answer activities and lectures

Outcome Method

An assessment of the desired learning outcome will be determined by students completing a written and problem examination that will contain questions/problems specifically developed to determine the level students have achieved the desired learning outcome

Outcome Criterion

Seventy per cent of the students that are assessed will be able to achieve a score of 70 per cent or better to show they met the desired learning out come based on the assessment activity.

Strategic Plan Relationship

This outcome relates to the students ability to communicate effectively thru written English. The students will have to read a written test and comprehend the questions/problems to answer then successfully

Outcome Results

Ninety percent (90%) of the students assessed in the ACCT 2401 class scored better than (70%) when assessed on the learning outcome.

Outcome Distance Learning Results

Ninety percent (91%) of the student assessed in the Accounting 2402 class scored better than (70%) when assessed on the learning objective

Planned Improvement as an Outcome Result

No changes are planned for the way the material is being presented because of the passing percentage of students who met the learning objective.

For students who did not achieve the desired outcome, immediate intervention was given in one-on-one tutoring through re-teaching, one-on-one instruction, study buddy system, study presentations through the use of accounting modules, the Learning Lab, and tutoring provided through the Student Support Services.

Planned Distance Learning Improvement as an Outcome Result

No changes are planned for the way the material is being presented because of the passing percentage of students who met the learning objective.

Accounting Education

Plan Period: FY10

Outcome ID#: 5938

Outcome Description

Students will be able to examine, analyze, classify, and record accounting transactions in a General Journal, in accordance with generally accepted double-entry bookkeeping practices. Measured using test on Chapters 1-4.

Outcome Strategy

An understanding of the desired outcome by the students will be gained through reading the textbook material, class interaction, practice exercises/problems, accounting transparencies, power point slides, and questions and answer activities and lectures

Outcome Method

An assessment of the desired learning outcome will be determined by students completing a written and problem examination that will contain questions/problems specifically developed to determine the level students have achieved the desired learning outcome.

Outcome Criterion

Seventy per cent of the students that are assessed will be able to achieve a score of 70 per cent or better to show they met the desired learning out come based on the assessment activity

Strategic Plan Relationship

This outcome relates to the students ability to communicate effectively thru written English. The students will have to read a written test and comprehend the questions/problems to answer then successfully.

Outcome Results

Ninety two (92%) of Financial Accounting 2401 (Financial Accounting) students assessed scored seventy percent (70%) or better when assessed on this learning outcome. This data includes only face-to-face instruction for Accounting education students.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

No changes are planned in the way material is presented because of the passing percentage of students who met the learning objective.

Planned Distance Learning Improvement as an Outcome Result

NA

Accounting Education

Plan Period: FY10

Outcome ID#: 5939

Outcome Description

Students will be able to examine, analyze, classify, prepare, and record accounting data for an income statement, in accordance with Generally Accepted Accounting Methods and Principles.

Outcome Strategy

An understanding of the desired outcome by the students will be gained through reading the textbook material, class interaction, practice exercises/problems, power point slides, questions and answer activities and lectures.

Outcome Method

An assessment of the desired learning outcome will be determined by students completing a written and problem examination that will contain questions/problems specifically developed to determine the level students have achieved the desired learning outcome.

Outcome Criterion

Seventy per cent of the students that are assessed will be able to achieve a score of 70 per cent or better to show they met the desired learning out come based on the assessment activity

Strategic Plan Relationship

This outcome relates to the students ability to communicate effectively thru written English. The students will have to read a written test and comprehend the questions/problems to answer then successfully.

Outcome Results

Seventy-eight (78%) of Financial Accounting 2401 (Financial Accounting) students assessed scored seventy percent (70%) or better when assessed on this learning outcome. This data includes only face-to-face instruction for Accounting education students.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

No changes are planned in the way the material is being presented because of the passing percentage of students who met the learning objective.

Planned Distance Learning Improvement as an Outcome Result

NA

Accounting Education

Plan Period: FY10

Outcome ID#: 5940

Outcome Description

Students will be able to calculate earnings and deductions and prepare and complete a Payroll Register.

Outcome Strategy

An understanding of the desired outcome by the students will be gained through reading the textbook material, class interaction, practice exercises/problems, power point slides, questions and answer activities and lectures.

Outcome Method

An assessment of the desired learning outcome will be determined by students completing a written and problem examination that will contain questions/problems specifically developed to determine the level students have achieved the desired learning outcome.

Outcome Criterion

Seventy per cent of the students that are assessed will be able to achieve a score of 70 per cent or better to show they met the desired learning out come based on the assessment activity

Strategic Plan Relationship

This outcome relates to the students ability to communicate effectively thru written English. The students will have to read a written test and comprehend the questions/problems to answer then successfully

Outcome Results

Eighty-two (82%) of Financial Accounting 2401 (Financial Accounting) students assessed scored seventy percent (70%) or better when assessed on this learning outcome. This data includes only face-to-face instruction for Accounting education students.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

No changes are planned in the way the material is presented because of the passing percentage of students who met the learning objective.

Planned Distance Learning Improvement as an Outcome Result

NA

Accounting Education

Plan Period: FY11

Outcome ID#: 6185

Outcome Description

Students will be able to assemble, analyze, and record the accounting data necessary to complete the ten column accounting worksheet. This will be done in accordance with generally accepted double-entry bookkeeping practices. Students will also be able to journalize the necessary adjusting entries from the worksheet.

Outcome Strategy

An understanding of the desired outcome by the students will be gained through reading the textbook material, class interaction, practice exercises/problems, accounting transparencies, power point slides, and question and answer activities and lectures.

Outcome Method

An assessment of the desired learning outcome will be determined by students completing a written and problem examination that will contain questions/problems specifically developed to determine the level students have achieved the desired learning outcome.

Outcome Criterion

Seventy percent of the students that are assessed will be able to achieve a score of 70 percent or better to show they met the desired learning outcome based on the assessment activity.

Strategic Plan Relationship

This outcome relates to the student's ability to communicate effectively through written English. The students will have to read a written test and comprehend the questions, problems and scenarios to answer successfully.

Outcome Results

Eighty three (83%) of Financial Accounting 2401 (Financial Accounting) students assessed scored seventy percent (70%) or better when assessed on this learning outcome. This data includes only face-to-face instruction for Accounting education students

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

No changes are planned in the way material presented because of the passing percentage of the students who met the learning activity objective.

Planned Distance Learning Improvement as an Outcome Result

NA

Accounting Education

Plan Period: FY11

Outcome ID#: 6186

Outcome Description

Students will be able to calculate the various methods of Depreciation, including: Straight-Line, Double-Declining Balance, and Sum of the Years Digits and explain the tax implications.

Outcome Strategy

An understanding of the desired outcome by the students will be gained through reading the textbook material, class interaction, practice exercises/problems, accounting transparencies, power point slides, and questions and answer activities and lectures.

Outcome Method

An assessment of the desired learning outcome will be determined by students completing a written and problem examination that will contain questions/problems specifically developed to determine the level students have achieved the desired learning outcome.

Outcome Criterion

Seventy percent of the students that are assessed will be able to achieve a score of 70 percent or better to show they met the desired learning outcome based on the assessment activity.

Strategic Plan Relationship

This outcome relates to the student's ability to communicate effectively through written English. The students will have to read a written test and comprehend the questions, problems and scenarios to answer successfully.

Outcome Results

Ninety (90%) of Financial Accounting 2401 (Financial Accounting) students assessed scored seventy percent (70%) or better when assessed on this learning outcome. This data includes only face-to-face instruction for Accounting education students

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

No changes are planned in the way the material is presented because of the passing percentage of the students who met the learning objective.

Planned Distance Learning Improvement as an Outcome Result

NA

Accounting Education

Plan Period: FY11

Outcome ID#: 6187

Outcome Description

Students will be able to describe and illustrate the characteristics of stock, classes of stock, and journalize the entries for issuing of stock. Additionally, students will illustrate and journalize the journal entries for cash and stock dividends.

Outcome Strategy

An understanding of the desired outcome by the students will be gained through reading the textbook material, class interaction, practice exercises/problems, accounting transparencies, power point slides, question and answer activities, and lectures.

Outcome Method

An assessment of the desired learning outcome will be determined by students completing a written and problem examination that will contain questions/problems specifically developed to determine the level students have achieved the desired learning outcome.

Outcome Criterion

Seventy percent of the students that are assessed will be able to achieve a score of 70 percent or better to show they met the desired learning outcome based on the assessment activity.

Strategic Plan Relationship

This outcome relates to the student's ability to communicate effectively through written English. The students will have to read a written test and comprehend the questions, problems and scenarios to answer successfully.

Outcome Results

Eighty four (84%) of Financial Accounting 2401 (Financial Accounting) students assessed scored seventy percent (70%) or better when assessed on this learning outcome. This data includes only face-to-face instruction for Accounting education students

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

No changes are planned at this time in the way the material is presented because of the passing percentage of the students who met the learning objective.

Planned Distance Learning Improvement as an Outcome Result

NA

Art Education

Plan Period: FY06

Outcome ID#: 273

Outcome Description

Students will identify by means of credit lines below reproductions in their texts, from slides, movies, videos and written hand outs on various artists, their styles, titles, media and museums where artwork can be seen first hand.

Outcome Strategy

Introduction for various artists by movies dealing with their lives then slides lectures along with their text reading. Individual handouts to be read and discussions by various experts, including sister Wendy Michael Wood, etc. Their view points, story of painting American collection, Grand Tour-Art of the Western World, and visitation to local, regional and national shows and art museums for extra credit, etc.

Outcome Method

After looking at artist's works, slide identification of artist's, styles, media, etc., as well as museums where they can see the originals. Unlike Art History, this is not done in a chronological manner, but jumps all across the centuries, usually covering old masters, with contemporary, minority artists with major artists, etc.

Outcome Criterion

75-85% of all students will be able to categorize, recognize and understand a new language of visual communication, basic concepts of design, style, time, place, etc. and artist's relationships to our Western and World History in general.

Strategic Plan Relationship

Students ability to recognize, comprehend and understand visual communication of various artists by looking closely at their work, by reading what has been written about their work and how this can enhance their thinking and critical faculties when they discuss their work from the past, present and into the future.

Outcome Results

Observed that students make parallels with other humanity classes such as English, Literature, Drama, Film Music, Philosophy, Religion and Political Sciences that they were not aware of before taking Art Appreciation.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Only changes are in technology were made as a result. These changes included PowerPoint presentations, computer research on the web in place of but not entirely slides, videos, movies, etc.

Planned Distance Learning Improvement as an Outcome Result

NA

Art Education

Plan Period: FY06

Outcome ID#: 360

Outcome Description

Students will be able to identify various artists, styles, techniques and mediums that artist have used in their paintings, sculptures, architecture, etc. and art from the western world.

Outcome Strategy

Movies on individual artists, slide lectures along with text and handouts and discussions on major old master artists and their influence on contemporary artist and our culture today. Visit local, regional art shows and major art museums for extra exposure to art.

Outcome Method

At the end of renaissance chapters a standardized test will be used to assess the students understanding of the renaissance period. This is usually done by means of slide identification of the artist title, media, size, year of museum. This is continued on through Baroque, Rococo, Neo-classical, realism, etc. on to contemporary art.

Outcome Criterion

75-85% of students will be able to put various artists with their styles of art and the approximate chronological place in art history, and its relationship with Western History as well as World History.

Strategic Plan Relationship

Relates to the students ability to recognize and understand visual communication through art not only by looking closely at visual images, but also by reading what has been written about these images and how they can enhance our thinking and comprehension of the past and how it relates to the present and our future.

Outcome Results

Students relating art history with other courses in the Humanities, such as English, Dante, Zola, etc. History courses both World and American. They also see parallels with Religion, Philosophy and Political areas they were not aware of before taking art history.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Implementation of new technologies switching from slides to computer based power point presentations. Students may go online to do further research of artists, museums, shows, etc.

Planned Distance Learning Improvement as an Outcome Result

NA

Art Education

Plan Period: FY06

Outcome ID#: 361

Outcome Description

Students will be able to demonstrate in the drawings and knowledge of the inner construction of the human body, starting at the skull, skeleton, muscles, verdes to gesture drawings and eventually to a more complete understanding of how the human body (machine) works.

Outcome Strategy

Lectures, films and old masters, like Leonardo da Vinci, Michelangelo, Thomas Eakins and their approach to drawing the human body. Or us to move academic approaches and on into modern computer generated models.

Outcome Method

All drawings will be assessed by means of critiques and portfolio of finished work as it is assigned and implemented.

Outcome Criterion

Usually done by a quantitative process of how many drawings completed and qualitative, a judgment by the instructor and students during critiques, participation in art shows,

Strategic Plan Relationship

Students will be able to communicate visually and apply critical faculties dealing with design, composition, presentation and ability to defend their ideas orally as well as in written form.

Outcome Results

Observed definite improvement in the knowledge of the human body from the inside out. Students learn to see with their right brain, their inner vision is also enhanced by creative problems dealing with fantasy etc.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Using more computer, video and photographic and reproductive images as well as traditional images of the human figure for this course.

Planned Distance Learning Improvement as an Outcome Result

NA

Art Education

Plan Period: FY07

Outcome ID#: 724

Outcome Description

Students in Painting I and II will be able to demonstrate through their own paintings created using various media, beginning with pastels and watercolors and advancing to acrylics, their skill in rendering the basic forms of cubes, cones, pyramids, cylinders, and spheres. Students will begin painting with black, white, and gray tones and advance to color productions of still life forms from landscapes, people, animals, and portraits to more imagined works or fantasy.

Outcome Strategy

Students will be taught how to use and manipulate various media such as pastels, watercolors, and acrylics through exposure to slides, photos, drawings, sketches from workshops film strips, videos, and lecture.

Outcome Method

Students' paintings will be assessed in two areas, quantity and quality. Students will be evaluated on the basis of the number of artworks produced during the course of the semester and by the skill level revealed in each of their works. Students must present their works to the instructor who will evaluate each work of art using his/her expertise and training.

Outcome Criterion

Quantitatively, students will be evaluated by the sheer number of pieces created during the semester. Additionally, each student will be graded based on his/her skill level and ability to use painting media to recreate still life on canvas or paper. Students must demonstrate their understanding of basic painting concepts, their creativity, and their own artistic ability and be able to describe in artistic terms their own works.

Strategic Plan Relationship

Art students are exposed to artists and artwork from a variety of cultures and time periods. This exposure enhances their understanding of other cultures and belief systems, as well as established artists and their works.

Outcome Results

Quantitatively, most students in Painting I and Painting II were successful. Seventy-five percent of students in Painting I produced a minimum number of quality paintings, and 100% of those in Painting II did so.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

No changes will be made at this time.

Planned Distance Learning Improvement as an Outcome Result

NA

Art Education

Plan Period: FY07

Outcome ID#: 957

Outcome Description

Students in Art Appreciation will be able to identify well-known works of art and provide information from the artwork's credit lines. Additionally, students will be able to discuss artists and their works in relation to the artists' cultures, the eras in which the artists worked, and the artists' styles and use of media.

Outcome Strategy

Students will be exposed to artists and their works through slides, videos, lectures, handouts, their textbook, and visitation to art shows.

Outcome Method

Students will be tested and must identify a work of art by providing the credit line information for each work; this includes the artist's name, title of the work, date of completion, media utilized, style, and name of museum in which the work is housed.

Outcome Criterion

At least 80% of students in Art Appreciation will score an 80 or higher on each identification test.

Strategic Plan Relationship

Students will be exposed to artists and artwork from numerous cultures and eras. They will learn how the culture and time period within which each artist worked affected his/her creations. Additionally, students will be exposed to some of the greatest and most renowned works of art known to the world.

Outcome Results

The results were varied: 98% of students at TDC scored 80% or higher on each identification test, while only 71% of campus students scored at least 80% on each identification test, according to data from one instructor (the two other instructors did not present their assessments).

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

The instructor who provided data is adding some new videos and DVDs that discuss and highlight artists that are covered in the course. He feels this will enliven the course and enhance students' attention to the course content. Having very large classes in a less-than-ideal classroom setting may also contribute to the lower scores.

Planned Distance Learning Improvement as an Outcome Result

NA

Art Education

Plan Period: FY07

Outcome ID#: 960

Outcome Description

Students in Art History I and II will be able to identify various artists, styles, techniques, and mediums used by artists in paintings, sculptures, and architecture in the Western world.

Outcome Strategy

Students will be exposed to artwork through videos, slide lectures, their textbook, and handouts. Class discussions will cover major old master artists and their influence on contemporary artists. Students will visit local and regional art shows and major art museums to increase and enhance their exposure to various artworks.

Outcome Method

Students will be tested by being shown slides of various artworks, and they must identify the artist, the title of the work, the medium utilized, the date of production, and the museum which houses the work. This method will be used to test students in several periods, including Renaissance, Baroque, Rococo, Neo-classical, realistic, and contemporary. Students must be able to place a work in the appropriate time period in history and describe its relationship with world as well as Western history.

Outcome Criterion

Eighty percent of students tested will score at least an 80% on each of the tests.

Strategic Plan Relationship

Students in Art History I and II will be exposed to various cultures and time periods and the political, social, and economic characteristics of each period as it relates to the artwork produced during that era. Students will be exposed to large numbers of quality and historical artworks known throughout the world.

Outcome Results

In Art History I, 100% of the students at TDC scored at least 80% on each test, and 80% of the students on campus scored 80% or higher on each test, according to one art instructor (no other art instructors provided data). This instructor did not teach Art History II this school year.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

For the instructor who reported, no changes are being considered at this time.

Planned Distance Learning Improvement as an Outcome Result

NA

Art Education

Plan Period: FY07

Outcome ID#: 961

Outcome Description

Students in Drawing II will be able to demonstrate in their own drawings their knowledge of the inner construction of the human body to include the skeleton, musculature, and kinesics.

Outcome Strategy

Students will learn through the use of videos, lectures, and films the styles of human body recreation by masters such as Leonardo daVinci, Michelangelo, and Thomas Eakins. Students will also be exposed to computer-generated models.

Outcome Method

Students will produce their own drawings which will be assessed and critiqued by the instructor. Students will also be graded according to how many drawings they produce during the course of the semester and by their participation in art shows.

Outcome Criterion

Students who produce the greatest number of drawings and produce the highest quality of drawings will receive higher grades. Eighty percent of the students in Drawing II will earn at least an 80 course average grade.

Strategic Plan Relationship

Students will be exposed to master artists, their philosophies and their works. Additionally, students will study the human body, its composition, form, and movement, thereby attaining a greater understanding of a living being.

Outcome Results

Drawing II was not taught this school year (Fall 06 - Spring 07).

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

NA

Planned Distance Learning Improvement as an Outcome Result

NA

Art Education

Plan Period: FY08

Outcome ID#: 1197

Outcome Description

Students in ARTS 1301 (Art Appreciation) will be able to 1) identify significant works of art, 2) describe the artist's style, and 3) name the medium used to produce that piece of art.

Outcome Strategy

Lectures, slide and video presentations, and class discussions will expose students to the concepts and components of artworks and artists. Students will also have the opportunity to visit art museums to view artwork first hand.

Outcome Method

At the end of each unit of study, students will take a test where they will reveal their understanding and knowledge of the artists, their artistic styles, the media utilized by the artists, and the works produced by the artists. The assessment will be categorized in such a way that students' knowledge of each of the three elements will be analyzed separately.

Outcome Criterion

Seventy-five percent of students will be able to identify/describe at least 70% of each of the three elements over all their unit tests.

Strategic Plan Relationship

Students in ARTS 1301 are directly exposed to prolific artists, their various creative styles, media utilized, and museums where the artworks are housed. Students will learn enough about art to recognize and evaluate artists and their artistic achievements.

Outcome Results

Unfortunately, the art faculty were never able to come to a consensus on their assessment instrument. There is no indication that an attempt to continue discussion on the assessment tool was made after the fall semester. There was more interest in creating a workable strategy from the adjunct faculty member than the full-time faculty members. Apparently, this group needs some firm direction.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

As stated above, closer supervision by the division chair and clear leadership by a new art faculty member should get this situation turned around.

Planned Distance Learning Improvement as an Outcome Result

NA

Art Education

Plan Period: FY08

Outcome ID#: 1200

Outcome Description

Students in ARTS 1303 and 1304 (Art History I and II) will be able to 1) identify artists, 2) name the media used by the artists, and 3) describe the historical styles of artists covered in Art History I (cave painting to the Gothic) and Art History II (Late Gothic to Late 20th century)

Outcome Strategy

Lecture and visual presentations will expose students to artists, media, and styles of artists from major historical periods.

Outcome Method

At the end of each unit of study, all students will take a test comprised of objective questions. Each student's answers to these questions will reveal the student's level of understanding and knowledge of the artists, media, and styles of the historical period covered in that unit; the assessment will delineate between each of these three categories.

Outcome Criterion

All students will correctly identify/describe at least 70% of the elements in each of the three categories tested in each unit test.

Strategic Plan Relationship

This LEAP relates to the student's ability to recognize and understand visual communication through art, not only by looking closely at visual images, but also by reading what has been written about these images and how they can enhance their thinking and comprehension of the past and how it relates to the present and future.

Outcome Results

As in Art Appreciation, the art faculty simply were not able to work together to create an effective assessment tool; no information was provided by any art faculty member. This department lacks leadership, as well as conscientious teachers. Only one art instructor regularly attempted to work toward the creation of an appropriate assessment.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Closer supervision by the division chair and leadership expectations of the new faculty member should bring about the needed change in this department.

Planned Distance Learning Improvement as an Outcome Result

NA

Art Education

Plan Period: FY08

Outcome ID#: 1304

Outcome Description

Students in ARTS 2326 and 2327 (Sculpture I and II) and 2346 and 2347 (Ceramics I and II) will demonstrate their knowledge of the ceramic sculpture process and techniques from clay modeling to glazing to kiln firing.

Outcome Strategy

Students will learn about different clay types, hand-building and potter's wheel techniques, glazing and other surface treatments, and stacking and firing of the kiln. This information will be covered first in lecture with hand-outs and demonstration by the instructor, then followed by hands-on experience and manipulation of the media. Students will be expected to create art projects using the information learned.

Outcome Method

Throughout the semester, students must demonstrate their understanding of ceramic sculpture by creating their own clay projects according to standard techniques. The instructor will routinely assess their progress. The number and quality of clay projects produced will determine each student's course grade. The quality of the artwork will be assessed using a rubric that evaluates each element of quality such as detail, creativity, glaze quality, etc.

Outcome Criterion

Ninety percent of students who complete the course will earn a grade of B or higher by scoring an average of 80% of the available number of points on their rubrics.

Strategic Plan Relationship

Outcome Results

Of the 25 students who completed the ceramics and sculpture courses in the fall and of 22 who completed these courses in the spring, all but two (.08%) in the fall and one (.05%) in the spring gathered enough points on their rubrics to earn a B in the course. Students are scored based on their understanding of how to manipulate different kinds of clay, their detailing techniques, application of glazes, use of tools, and creativity.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Students seem to be very satisfied with their progress in these courses, and the instructor is satisfied with the products produced each semester. The campus and community members who attended the Christmas show appeared to be impressed with the work of the students. It seems apparent that the instructor is able to reach the expressed course outcomes.

Planned Distance Learning Improvement as an Outcome Result

NA

Art Education

Plan Period: FY09

Outcome ID#: 5778

Outcome Description

Students in Art 1301 (Art Appreciation) will be able to describe, analyze, interpret, and judge a work of art. Students will learn how to effectively study a work of art and critically analyze the art work, enhancing their exposure to and appreciation of art.

Outcome Strategy

Through the application of a four-step system, students will learn how to critically analyze a work of art. Each step in the system will be discussed, along with the grading rubric, as students are exposed to art work in class so that students understand how each step aids in their understanding of each work of art and guides their own insight into each work of art.

Outcome Method

Students will successfully apply the four steps of art criticism to works of art, using appropriate language to express their insight, by working through the four-step system outlined by the faculty in the art department. Their analyses will be presented to the instructor who will assign points for each completed step in the system. Each step will be worth up to 25 points. The points will be assigned as follows: 0 points=not attempted; 10 points=inadequate; 15 points=needs improvement; 20 points=acceptable; 25 points=exemplary.

Outcome Criterion

Seventy-five percent of students will be able to score at least 20 points (acceptable) in each section of the analysis on a minimum of three analyses.

Strategic Plan Relationship

Students in ARTS 1301 are directly exposed to prolific artists and their very creative styles and media utilized. This assessment will require students to learn interpretive language as they describe and analyze those works. Students will learn enough about art to recognize and evaluate artists and their artistic achievements, enhancing their own understanding of and appreciation of art in general.

Outcome Results

Overall, 79% of students who were given the opportunity to participate in this activity were successful in scoring at least 20 points (acceptable) in each section of the analysis on a minimum of three analyses-63% in the fall and 92% in the spring. It is apparent that success was significantly higher in the spring semester. The goal set was for at least 75% percent of the students to be successful, so the goal was met. Unfortunately, only one of three Art Appreciation instructors participated fully in this project.

Outcome Distance Learning Results

Sixty-eight percent of distance students were successful in scoring at least 20 points (acceptable) in each section of the analysis on a minimum of three analyses.

Planned Improvement as an Outcome Result

The art instructors once again tackled the job of creating a LEAP that all could embrace. This job is made more difficult because there is lack of effective participation from all instructors; however, they are working on an

entirely new and improved LEAP that should enhance satisfaction for all involved.

Planned Distance Learning Improvement as an Outcome Result

The distance instructor has made some subtle changes to this portfolio project and feels very positive that her students will benefit from it more than ever.

Art Education

Plan Period: FY09

Outcome ID#: 5789

Outcome Description

Students in ARTS 1303 and 1304 (Art History I and II) will demonstrate a historical knowledge of art by recognizing and identifying characteristics of the different artistic periods.

Outcome Strategy

Students will study and compare artistic characteristics of the various periods through reading, viewing, and discussing. Students will then analyze and compare styles of the different time periods.

Outcome Method

Students will be given an exit test where their knowledge of the characteristics of the artistic periods will be assessed.

Outcome Criterion

Seventy percent of students will score 70% or above on the exit test.

Strategic Plan Relationship

This LEAP relates to the students' ability to recognize and understand visual communication through art, not only by looking closely at visual images but also by reading what has been written about these images and how they can enhance our thinking and comprehension of the past and how they relate to the present and our future.

Outcome Results

Overall, 95% of Art History I students scored 70% or above on the exit test; 91% of Art History II students scored 70% or above on the exit test. This exceeds the goal set by the department.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

No changes are warranted at this time.

Planned Distance Learning Improvement as an Outcome Result

NA

Art Education

Plan Period: FY09

Outcome ID#: 5790

Outcome Description

Students in ARTS 2326 and 2327 (Sculpture I and II) and 2346 and 2347 (Ceramics I and II) will demonstrate their knowledge of the ceramic sculpture process and techniques from clay modeling to glazing to kiln firing.

Outcome Strategy

Students will learn about different clay types, hand-building, and potter's wheel techniques, glazing and other surface treatments, and stacking and firing of the kiln through instruction, demonstration, and then hands-on practice and manipulation of the media. Instruction will be provided through lecture and handouts. Students will be expected to create art projects that reveal their understanding of the information learned.

Outcome Method

Throughout the semester, students must demonstrate their understanding of ceramic sculpture by creating their own clay projects according to standard techniques. The instructor will routinely assess their progress. The number and quality of clay projects produced will determine each student's course grade. The quality of the artwork will be assessed using a rubric that evaluates each element of quality such as detail, creativity, glaze quality, etc. The level of quality demonstrated in a student's project is determined by the instructor, who is qualified to set minimum standards and can distinguish between poor, adequate, above average, and excellent quality. The minimum number of projects required varies depending on the quality and size of projects attempted by the student.

Outcome Criterion

Ninety percent of students who complete the course will have successfully created enough quality projects to satisfy the instructor. This means that 90% of the students will earn a course grade of B or higher by scoring a minimum number of points on the quality rubric and have produced an adequate number of projects. Again, grades are assigned based on the quantity and quality of projects completed.

Strategic Plan Relationship

This course exposes students to artistic theory, terminology, and practice.

Outcome Results

One hundred percent of ceramics/sculpture students created a minimum number of quality projects to satisfy the instructor, based on the instructor's assessment of the skill and effort shown by the student. This exceeds the goal.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

No changes are warranted at this time.

Planned Distance Learning Improvement as an Outcome Result

NA

Art Education

Plan Period: FY10

Outcome ID#: 6127

Outcome Description

Students in ARTS 1301 (Art Appreciation) will have a greater understanding of the language of art, specifically the elements and principles of art and design.

Outcome Strategy

Through lectures, the textbook, and slide and video presentations, students will be exposed to the proper use of the language of art. The students will also have the opportunity to visit art museums to see and hear this language applied.

Outcome Method

Students will be tested to reveal their understanding and knowledge of the unique vocabulary that enables them to discuss the visual analysis of a work of art.

Outcome Criterion

Seventy-five percent of students will be able to identify/describe at least 70% of the language of art based on their responses to a set of standardized test questions.

Strategic Plan Relationship

Students will be able to recognize, write about, and discuss visual art productions and will be able to apply their experience with art appreciation and knowledge of art criticism in a context to discuss how art communicates values, attitudes, and beliefs.

Outcome Results

Students did complete ARTS 1301 with a greater understanding of the language, principles, and design of art and design. In the fall semester, 85% and in the spring semester, 78% of students successfully identified and described at least 70% of the elements on which they were tested.

Outcome Distance Learning Results

Students did complete ARTS 1301 with a greater understanding of the language, principles, and design of art and design. In the fall semester, 91% and in the spring semester, 86% of students successfully identified and described at least 70% of the elements on which they were tested.

Planned Improvement as an Outcome Result

Some changes may be made to the testing instrument, but not as a result of poor results. The instructors just wish to confirm that all are in agreement of the test items.

Planned Distance Learning Improvement as an Outcome Result

Some changes may be made to the testing instrument, but not as a result of poor results. The instructors just wish to confirm that all are in agreement of the test items.

Art Education

Plan Period: FY10

Outcome ID#: 6128

Outcome Description

Students in ARTS 1303 and 1304 (Art History I and II) will demonstrate a historical knowledge of art by recognizing and identifying characteristics of the different artistic periods.

Outcome Strategy

Students will study and compare artistic characteristics of the various artistic periods through reading about them and viewing and discussing works produced during each era. Students will then analyze and compare styles of the different time periods.

Outcome Method

Students will be given an exit test where their knowledge of the characteristics of each artistic period will be assessed.

Outcome Criterion

Seventy percent of students will score 70% or above on the exit test.

Strategic Plan Relationship

Students are exposed to and learn about artistic achievements throughout the ages.

Outcome Results

Students in ARTS 1303 and 1304 were successful in demonstrating their understanding of historical knowledge of art and identifying characteristics of various artistic periods. In ARTS 1303, 96% of students in the fall semester and 100% of students in the spring semester scored 70% or higher on the assessment. In ARTS 1304, 100% of students were successful.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

No changes are anticipated at this time.

Planned Distance Learning Improvement as an Outcome Result

NA

Art Education

Plan Period: FY10

Outcome ID#: 6129

Outcome Description

Students in ARTS 2326 and 2327 (Sculpture I and II) and 2346 and 2347 (Ceramics I and II) will demonstrate their knowledge of the ceramic sculpture process and techniques from clay modeling to glazing and kiln firing.

Outcome Strategy

Students will learn about different clay types, hand-building, and potter's wheel techniques, glazing and other surface treatments, and stacking and firing of the kiln through instruction, demonstration, and then hands-on practice and manipulation of the media. Instruction will be provided through lecture and handouts. Students will be expected to create art projects that reveal their understanding of the information learned.

Outcome Method

Throughout the semester, students must demonstrate their understanding of the ceramic sculpture by creating their own clay projects according to standard techniques. The instructor will routinely assess their progress. The number and quality of clay projects produced will determine each student's course grade. The quality of the artwork will be assessed using a rubric that evaluates each element of quality such as detail, creativity, glaze quality, etc. The level of quality demonstrated in a student's project is determined by the instructor, who is qualified to set minimum standards and can distinguish between poor, adequate, above average, and excellent quality. The minimum number of projects required varies depending on the quality and size of projects attempted by the student.

Outcome Criterion

Ninety percent of students who complete the course will have successfully created enough quality projects to satisfy the instructor. This means that 90% of the students will earn a course grade of B or higher by scoring a minimum number of points on the quality rubric and have produced an adequate number of projects. Again, grades are assigned based on the quality and quantity of projects produced.

Strategic Plan Relationship

Students who produce their own works of art begin to understand and appreciate the skill, knowledge, talent, creativity, and effort required to produce a quality piece of art that has artistic value.

Outcome Results

Over both the fall and spring semesters, ninety-six percent of students in ARTS 2326, 2327, 2346 and 2347 successfully demonstrated their knowledge of the ceramic sculpture process and techniques.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

No changes are anticipated at this time.

Planned Distance Learning Improvement as an Outcome Result

NA

Art Education

Plan Period: FY11

Outcome ID#: 6313

Outcome Description

Students who complete ARTS 1303 or ARTS 1304 Art History I or Art History II will demonstrate a historical knowledge of art by recognizing and identifying characteristics of the different artistic periods.

Outcome Strategy

Students will study and compare artistic characteristics of the various periods through reading about them and viewing and discussing works produced during each era. Students will then analyze and compare styles of the different time periods.

Outcome Method

Students will be given an exit test where their knowledge of the characteristics of each artistic period will be assessed.

Outcome Criterion

Seventy percent of students will score 70% or above on the exit test.

Strategic Plan Relationship

Outcome Results

Students in ARTS 1301 were successful in their ability to score at least 70% on the final assessment that revealed their capacity to effectively utilize the language of art. Overall, 72% of students accomplished this goal, meeting the departmental goal of 70%.

Outcome Distance Learning Results

The distance ARTS 1301 students were very successful in their ability to score at least 70% on the final assessment that revealed their capacity to effectively utilize the language of art. Ninety-seven percent of distance students accomplished this goal.

Planned Improvement as an Outcome Result

No instructional or curricular changes are being considered at this time outside of habitual tweaking.

Planned Distance Learning Improvement as an Outcome Result

No instructional or curricular changes are being considered at this time outside of habitual tweaking.

Art Education

Plan Period: FY11

Outcome ID#: 6314

Outcome Description

Students who complete ARTS 1301 Art Appreciation will have a greater understanding of the language of art, specifically the elements and principles of art and design.

Outcome Strategy

Through lectures, the textbook, and slide and video presentations, students will be exposed to the proper use and application of the language of art. Students will also have the opportunity to visit art museums to see and hear this language applied.

Outcome Method

Students will be required to reveal their understanding of and knowledge of the unique vocabulary utilized in the practice of art analysis by effectively describing and discussing various art works on a course assignment.

Outcome Criterion

Seventy-five percent of students will be able to properly and effectively identify/describe at least 70% of the information sought on the assignment.

Strategic Plan Relationship

The heart of this course is exposing students to the visual arts and enabling students to use the language of art of effectively discuss art work from any genre and any era.

Outcome Results

Overall, students in ARTS 1303 and 1304 met the goal of properly and effectively identifying/describing at least 70% of the information sought on the assessment. In ARTS 1303, 94% of students were successful in meeting the goal, and 98% of all ARTS 1304 students met the goal.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

No instructional or curricular changes are being considered at this time, except for habitual tweaking.

Planned Distance Learning Improvement as an Outcome Result

NA

Biology Education

Plan Period: FY06

Outcome ID#: 282

Outcome Description

Biology 1406 and 1407 students will be able to identify the structure and function of sub-cellular components.

Outcome Strategy

Class discussions, lectures and assigned readings will be used to expose the students to sub-cellular component structure and function. Laboratory experiences will be used to reinforce and gain a better understanding.

Outcome Method

The Biology Department will create and include a series of questions within one of the course's final evaluations (Final Exam or last test or other). Students will demonstrate mastery by receiving 70% or higher as an evaluation of their level of understanding of the concept of sub-cellular component structure and function. Results will be reported to the Division Chairperson for Mathematics & Science.

Outcome Criterion

70% of the student sample-chosen from all TVCC campuses which offer Biology 1406 and/or 1407 will demonstrate a 70% level of understanding regarding the concept of sub-cellular component structure and function.

Strategic Plan Relationship

This outcome directly relates to student ability to organize concepts in a structural and physiological level and to analyze the relationship between the anatomy and actions of a component.

Outcome Results

Fall 2005

257 students from eleven sections of General Biology were tested. Instructors from the Terrell campus did not participate. None of our TDCJ biology classes were evaluated. 66.1% of students tested were successful in answering 70% of the pertinent questions correctly. The biology department was not successful at achieving the goal of testing students on all campuses or of reaching a 70% success rate among those tested.

Instructors indicated that this item was not appropriate for inclusion on a final exam of General Biology 1407. This item should have been chosen for evaluation only in Biology 1406.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Fall 2005

Additional data should be collected in Fall 2006 over this "student outcome", and stronger efforts will be made to enlist participation by all campuses. Planned changes in curriculum include:

1. Students will be encouraged to contact instructors through office visits, phone, and email.

2. Students will be encouraged to review in an organized way before the final exam.
3. Students will be encouraged to form study groups.

Planned Distance Learning Improvement as an Outcome Result

NA

Biology Education

Plan Period: FY06

Outcome ID#: 283

Outcome Description

Biology 1406 and 1407 students will be able to identify the basic energy reactions within a cell.

Outcome Strategy

Class discussions, lectures and assigned readings will be used to expose the students to the metabolic reactions of energy transfer. Laboratory experiments will be used to reinforce and gain a better understanding.

Outcome Method

The Biology Department will create and include a series of questions within one of the course's final evaluations (Final Exam or last test or other). Students will demonstrate mastery by receiving 70% or higher as an evaluation of their level of understanding of the concept of basic energy reactions within a cell. Results will be reported to the Division Chairperson for Mathematics & Science.

Outcome Criterion

70% of the student sample-chosen from all TVCC campuses which offer Biology 1406 and/or 1407-will demonstrate a 70% level of understanding regarding the concept of energy reactions within a cell.

Strategic Plan Relationship

This outcome directly relates to student ability to analyze the interaction between components of energy transfer reactions within a dynamic living cell.

Outcome Results

257 students from 11 General Biology sections were tested in Fall 2005. Instructors from the Terrell campus did not participate. None of our TDCJ biology classes were evaluated. 56.8% of students tested were successful in answering 70% of the pertinent questions correctly. The biology department was not successful at achieving the goal of testing students on all campuses or of reaching a 70% success rate among those tested.

Instructors indicated that this topic was not appropriate for inclusion on a Biology 1407 final exam. This item should only have been chosen for evaluation in Biology 1406.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Additional data should be collected in Fall 2006 over this same "student outcome", and stronger efforts will be made to enlist participation by all campuses. Planned changes in curriculum include:

1. Students will be encouraged to contact instructors through office visits, phone, and email.
2. Students will be encouraged to review in an organized way before the final exam.
3. Students will be encouraged to form study groups.

Planned Distance Learning Improvement as an Outcome Result

NA

Biology Education

Plan Period: FY06

Outcome ID#: 284

Outcome Description

Biology 1406 and 1407 students will be able to organize a list of organisms according to their structural complexity and phylogenetic position.

Outcome Strategy

Class discussions, lectures and assigned readings will be used to expose the students to phylogenetic concepts of organization. Laboratory experiences will be used to reinforce and gain a better understanding.

Outcome Method

The Biology Department will create and include a series of questions within one of the course's final evaluations (Final Exam or last test or other). Students will demonstrate mastery by receiving 70% or higher as an evaluation of their level of understanding of the concept of phylogenetic organization. Results will be reported to the Division Chairperson for Mathematics & Science.

Outcome Criterion

70% of the student sample-chosen from all TVCC campuses which offer Biology 1406 and/or 1407-will demonstrate a 70% level of understanding regarding the concept of a phylogenetic organization.

Strategic Plan Relationship

This outcome directly relates to student ability to organize data presented as evidence of taxonomic position. Data is evaluated for its significance in determining appropriate classification.

Outcome Results

Fall 2005

This "student learning outcome" was added as a trial item for evaluation in two classes only. The intent was to consider including this in the 2006-2007 "student learning outcomes" items and to that end to discover the difficulties of evaluating this item. 51 students in 2 sections of General Biology were tested. 51.0% were successful in answering 70% of the pertinent questions correctly. The trial was successful in discovering methods of testing this item. However, the two sections varied greatly in their success rate and overall did not meet the 70% criteria for department success.

Spring 2006

125 students from 7 sections on two campuses were evaluated. No Terrell campus classes and no TDCJ classes were evaluated. 71.2% of students tested were successful in answering 70% correctly.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Fall 2005

Several sections of General Biology will implement evaluation of this item in Spring 2006 and the item will probably be included in the department's 2006-2007 "student learning outcomes". Some instructors who have not previously used organization of a list of items as a testing mechanism will have to adapt to this method. Tests

which evaluate this item will need to be hand graded. Asking students to organize items will contribute to their deeper understanding.

Spring 2006

This item was first included in the Fall 2006 evaluation on a trial basis and the item will probably be included in the department's 2006-2007 "student learning outcomes". Some instructors who have not previously used organization of a list of items as a testing mechanism will have to adapt to this method. Tests which evaluate this item will need to be hand graded. Asking students to organize items will contribute to their deeper understanding.

Planned Distance Learning Improvement as an Outcome Result

NA

Biology Education

Plan Period: FY06

Outcome ID#: 609

Outcome Description

Biology 1406 and 1407 students will be able to identify examples of the competitive and cooperative nature of cell/organism interaction at the multi-cellular level.

Outcome Strategy

Class discussions, lectures and assigned readings will be used to expose the students to cell/organism interactions. Laboratory experiences will be used to reinforce and gain a better understanding.

Outcome Method

The Biology Department will create and include a series of questions within one of the course's final evaluations (Final Exam or last test or other). Students will demonstrate mastery by receiving 70% or higher as an evaluation of their level of understanding of the concept of the competitive and cooperative nature of cell/organism interaction at the multi-cellular level. Results will reported to the Division Chairperson for Mathematics & Science.

Outcome Criterion

70% of the student sample – chosen from all TVCC campuses which offer Biology 1406 and/or 1407 – will demonstrate a 70% level of understanding regarding the concept of cell/organism interaction.

Strategic Plan Relationship

This outcome directly relates to the student's ability to evaluate the interaction of living subjects within a community of dynamic cells/organisms.

Outcome Results

Fall 2005

257 students from eleven sections of General Biology were tested. Instructors from Terrell campus did not participate. None of our TDCJ biology classes were evaluated. 57.2% of students tested were successful in answering 70% of the pertinent questions correctly. The biology department was not successful at achieving the goal of testing students on all campuses or of reaching a 70% success rate among those tested.

Spring 2006

148 students from 8 sections of General Biology were tested. All three main campuses were represented, however no students from the TDCJ General Biology classes were included. 71.6% of students tested were successful at the 70% correct level. This result would have met our goal if some TDCJ classes had been included.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Fall 2005

Additional data will be collected in Spring 2006 over this same "student outcome", and stronger efforts will be made to enlist participation by all campuses. Planned changes in curriculum include:

1. Additional class time and emphasis will be allotted to this topic.

2. Students will be encouraged to contact instructors through office visits, phone, and email.
3. Students will be encouraged to review in an organized way before the final exam.

Spring 2006

While more campuses were represented than in the initial analysis in Fall 2005, we still did not assess student outcomes on all campuses and significantly fewer students were evaluated. Several instructors who evaluated their students in Fall 2005 did not do another evaluation in Spring 2006. There still was miscommunication as to the comprehensive intent of the evaluation. This item needs to be evaluated again in Fall 2006 with complete participation. Three suggestions for students will be added to course discussions and handouts.

1. Students will be encouraged to contact instructors through office visits, phone, and email to discuss their understanding of the topic.
2. Students will be encouraged to review in an organized way before the final exam.
3. Students will be encouraged to form study groups and help each other study.

Planned Distance Learning Improvement as an Outcome Result

NA

Biology Education

Plan Period: FY06

Outcome ID#: 610

Outcome Description

Students will demonstrate understanding of the diet planning principles.

Outcome Strategy

Lectures, study materials, class discussions, and diet analysis software will be used to teach diet planning principles.

Outcome Method

Using diet analysis software, students will develop, modify, and evaluate one or more dietary food plans applying basic nutritional principles. At the end of the course, a random sample of the dietary food plans will be evaluated according to a rubric based on the following diet planning principles.

1. Adequacy (sufficient energy and enough nutrition)
2. Balance (enough but not too much of each type of food)
3. Calorie control (developing an adequate diet without overeating)
4. Nutrient density (most nutrients for the least food energy)
5. Moderation (foods rich in fat and sugar only on occasion)
6. Variety (select foods from each of the food groups daily)

These principles will be evaluated on a scale of one to four: unacceptable, fair, good, excellent.

Outcome Criterion

Seventy percent of the students will achieve a score of good or excellent on three or more of the criteria.

Strategic Plan Relationship

This outcome relates to four of the areas of the TVCC General Education Outcomes:

1. Reading Comprehension: Students must be able to read and understand the diet planning principles in order to convert them to an adequate dietary food plan.
2. Written Communication: Students must be able to provide a written analysis/evaluation of the strengths and weaknesses of a dietary food plan.
3. Critical Thinking: Critical thinking is required in order to take the six diet planning principles and convert them into a nutritional sound dietary food plan.
4. Computer Literacy: Students must develop basic computer skills in order to use the dietary analysis software required.

Outcome Results

Twenty-two papers were randomly selected from three different classes. The papers were evaluated for adequacy, moderation, and variety. Seven papers scored fair, ten scored good, and five scored excellent. Sixty-eight percent scored good or excellent which was slightly under the goal of 70%. There were several flaws with the software which contributed to a lower success rate. We used a new version of the software, and several important features were not working. First of all, the software was supposed to average the results of a 3 day period. However, rather than average, it simply gave a total. This skewed the results. As soon as I realized what

was happening, I changed the assignment from a 3-day diet to a one day diet, but some students had already sent the assignment. Secondly, the listing of food choices contained too many processed foods and not enough fresh vegetables. Students could not list some nutritious choices.

Additionally, there were also many technical problems with software. I had selected an online version of the software because I thought it would be more convenient for the students, but it caused many problems. It did not run on AOL. Many students could not log back in to the software after the initial logon. When they called the software company, they were put on hold for very long periods of time, and it took weeks to get an email reply. Most of our students live in rural areas and have dial up connections to the internet. They had to be online to get the software problems fixed, and they could not make the call if they were online.

These problems caused confusion and frustration for my students and for me.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

The software company has released a revision of the software which is supposed to work. I have selected a CD version rather than the online version. I will continue to use the diet analysis project, but I plan to use a test to measure specific principles rather than the project, so I don't have to depend on a secondary product to provide the information.

Planned Distance Learning Improvement as an Outcome Result

NA

Biology Education

Plan Period: FY06

Outcome ID#: 611

Outcome Description

Students will demonstrate understanding of the diet planning principles.

Outcome Strategy

Lectures, study materials, class discussions, and diet analysis software will be used to teach diet planning principles.

Outcome Method

Using diet analysis software, students will develop, modify, and evaluate one or more dietary food plans applying basic nutritional principles. At the end of the course, a random sample of the dietary food plans will be evaluated according to a rubric based on the following diet planning principles.

1. Adequacy (sufficient energy and enough nutrition)
2. Balance (enough but not too much of each type of food)
3. Calorie control (developing an adequate diet without overeating)
4. Nutrient density (most nutrients for the least food energy)
5. Moderation (foods rich in fat and sugar only on occasion)
6. Variety (select foods from each of the food groups daily)

These principles will be evaluated on a scale of one to four: unacceptable, fair, good, excellent.

Outcome Criterion

Seventy percent of the students will achieve a score of good or excellent on three or more of the criteria.

Strategic Plan Relationship

This outcome relates to four of the areas of the TVCC General Education Outcomes:

1. Reading Comprehension: Students must be able to read and understand the diet planning principles in order to convert them to an adequate dietary food plan.
2. Written Communication: Students must be able to provide a written analysis/evaluation of the strengths and weaknesses of a dietary food plan.
3. Critical Thinking: Critical thinking is required in order to take the six diet planning principles and convert them into a nutritional sound dietary food plan.
4. Computer Literacy: Students must develop basic computer skills in order to use the dietary analysis software required.

Outcome Results

Twenty-two papers were randomly selected from three different classes. The papers were evaluated for adequacy, moderation, and variety. Seven papers scored fair, ten scored good, and five scored excellent. Sixty-eight percent scored good or excellent which was slightly under the goal of 70%. There were several flaws with the software which contributed to a lower success rate. We used a new version of the software, and several important features were not working. First of all, the software was supposed to average the results on a 3 day period. However rather than average, it simply gave a total. This skewed the results. As soon as I realized what

was happening, I changed the assignment from a 3-day diet to a one day diet, but some students had already sent the assignment. Secondly, the listing of food choices contained too many processed foods and not enough fresh vegetables. Students could not list some nutritious choices.

Additionally, there were also many technical problems with the software. I had selected an online version of the software because I thought it would be more convenient for the students, but it caused many problems. It did not run on AOL. Many students could not log back in to the software after the initial logon. When they called the software company, they were put on hold for very long periods of time, and it took weeks to get an e-mail reply. Most of our students live in rural areas and have dialup connections to the internet. They had to be online to get the software problems fixed, and they could not make the call if they were online.

These problems caused confusion and frustration for my students and for me.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

The software company has released a revision of the software which is supposed to work. I have selected a cd version rather than the online version. I will continue to use the diet analysis project, but I plan to use a test to measure specific principles rather than the project, so I do not have to depend on a secondary product to provide the information.

In discussing this leap with the Division Chair, it was decided that a leap was not needed for nutrition since it is only one course rather than a program.

Planned Distance Learning Improvement as an Outcome Result

NA

Biology Education

Plan Period: FY07

Outcome ID#: 598

Outcome Description

Biology 1406, 1407 & 2401 students will be able to identify examples of the competitive and cooperative nature of cell/organism interaction at the multi-cellular level.

Outcome Strategy

Class discussions, lectures and assigned readings will be used to expose the students to cell/organism interactions. Laboratory experiences will be used to reinforce and gain a better understanding.

Outcome Method

The Biology Department will create a series of questions, of which a subset (minimum of 10 questions) can be embedded within Biology 1406, 1407, and 2401 evaluations (Final Exam or last test or other). Alternatively, instructors may select appropriate questions from their own test banks that address the specific learning outcome. Students will demonstrate mastery by receiving 70% or higher as an evaluation of their level of understanding of the concept of the competitive and cooperative nature of cell/organism interaction at the multi-cellular level. Results will be reported to the Division Chairperson for Mathematics & Science.

Outcome Criterion

75% of students (chosen from all campuses of TVCC which offer Biology 1406, 1407, and/or 2401) will demonstrate mastery by receiving 70% or higher as an evaluation of their level of understanding of the concept of the competitive and cooperative nature of cell/organism interaction at the multi-cellular level.

Strategic Plan Relationship

This outcome directly relates to the student's ability to evaluate the interaction of living subjects within a community of dynamic cells/organisms.

Outcome Results

392 students from 19 sections of General Biology and Anatomy & Physiology I were evaluated in Fall Semester 2006 or Spring Semester 2007. These students represented all 3 campuses of TVCC which offer biology and 1 of the TDCJ units where TVCC teaches biology. 85.7% of the students tested were successful at the 70% criteria.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Three instructors who had not reported results for this LEAP in Fall 2006 did report results for Spring 2007. In addition, several instructors reported results late that they had not been able to find time to analyze in Fall 2006. The comprehensiveness of the results is an improvement over last year's report.

Most instructors, from all three campuses, worked together to prepare questions covering this LEAP for inclusion on their Final Exams.

The department has decided to move to a new topic for inclusion as a LEAP next year. Emphasizing the study of

the competitive/cooperative nature of cell/organism interactions has produced excellent results for our students. They do seem to understand the topic very well.

Planned Distance Learning Improvement as an Outcome Result

NA

Biology Education

Plan Period: FY07

Outcome ID#: 599

Outcome Description

Biology 1406, 1407, and 2401 students will be able to identify the structure and function of sub-cellular components.

Outcome Strategy

Class discussions, lectures and assigned readings will be used to expose the students to sub-cellular component structure and function. Laboratory experiences will be used to reinforce and gain a better understanding.

Outcome Method

The Biology Department will create a series of questions, of which a subset (minimum of 10 questions) can be embedded within Biology 1406, 1407, & 2401 evaluations (Final Exam or last test or other). Alternatively, instructors may select appropriate questions from their own test banks that address the specific learning outcome. Students will demonstrate mastery by receiving 70% or higher as an evaluation of their level of understanding of the concept of sub-cellular component structure and function. Results will reported to the Division Chairperson for Mathematics & Science.

Outcome Criterion

70% of the student sample – chosen from all TVCC campuses which offer Biology 1406, 1407 and/or 2401 – will demonstrate a 70% level of understanding regarding the concept of sub-cellular component structure and function.

Strategic Plan Relationship

This outcome directly relates to student ability to organize concepts in a structural and physiological level and to analyze the relationship between the anatomy and actions of a component.

Outcome Results

459 students from 22 sections of General Biology or Anatomy & Physiology I were tested. They represented all 3 campuses of TVCC which offer biology and 1 of the TDCJ units where TVCC teaches biology. 67.5% of the students tested were successful at the 70% criteria. Our students did not meet our goal of having 70% meet the successful criteria.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

This LEAP topic needs to be revisited next year. Our students almost met our goal. One difference here over LEAP 1 is that A&P students did not score much higher than General Biology. TDCJ students did do better than on-campus students. Department instructors believe that these lower scores on campus reflect a lack of student "engagement". Accordingly they plan to devise methods to involve students actively in their learning experience

in class, in the hope that this engagement will carry over to their individual study sessions. Some instructors already use instant response "clickers" in their classes to encourage students to become more active in their learning. Several other instructors plan to begin using this device. One instructor has written a book and makes presentations about active learning, and several other instructors plan to present study skills sections based on his ideas.

Planned Distance Learning Improvement as an Outcome Result

NA

Biology Education

Plan Period: FY07

Outcome ID#: 600

Outcome Description

Biology 1406, 1407, & 2401 students will be able to identify the basic energy reactions within a cell.

Outcome Strategy

Class discussions, lectures and assigned readings will be used to expose the students to the metabolic reactions of energy transfer. Laboratory experiments will be used to reinforce and gain a better understanding.

Outcome Method

The Biology Department will create a series of questions, of which a subset (minimum of 10 questions) can be embedded within Biology 1406, 1407 & 2401 evaluations (Final Exam or last test or other). Alternatively, instructors may select appropriate questions from their own test banks that address the specific learning outcome. Students will demonstrate mastery by receiving 70% or higher as an evaluation of their level of understanding of the concept of basic energy reactions within a cell. Results will reported to the Division Chairperson for Mathematics & Science.

Outcome Criterion

70% of the student sample – chosen from all TVCC campuses which offer Biology 1406, 1407 and/or 2401 – will demonstrate a 70% level of understanding regarding the concept of energy reactions within a cell.

Strategic Plan Relationship

This outcome directly relates to student ability to analyze the interaction between components of energy transfer reactions within a dynamic living cell

Outcome Results

393 students from 18 sections of General Biology or Anatomy & Physiology were tested in Fall 2006. They represented all 3 campuses of TVCC which offer biology and 1 of the TDCJ units at which TVCC offers biology. Overall, 69.2% of students tested met the 70% =success criteria. They almost met our goal of having 70% of the tested students achieve success. TDCJ students and A&P students scored significantly higher than General Biology students on any of our main campuses.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

The more "engaged" students - A&P and TDCJ students - were more successful. The biology department instructors feel that employing active learning strategies will improve success. Several instructors indicate that they will begin employing instant response "clickers" in their classes. Several instructors have indicated that they plan to teach a study habits section in their classes based on the book written by one of our biology faculty. His students have a higher rate of success and several instructors who have seen his presentations in professional development sessions plan to encourage students to use his techniques.

Planned Distance Learning Improvement as an Outcome Result

NA

Biology Education

Plan Period: FY07

Outcome ID#: 601

Outcome Description

Biology 1406 and 1407 students will be able to organize a list of organisms according to their structural complexity and phylogenetic position.

Outcome Strategy

Class discussions, lectures and assigned readings will be used to expose the students to phylogenetic concepts of organization. Laboratory experiences will be used to reinforce and gain a better understanding.

Outcome Method

The Biology Department will create a series of questions, of which a subset (minimum of 10 questions) can be embedded within Biology 1406 & Biology 1407 evaluations (Final Exam or last test or other). Students will demonstrate mastery by receiving 70% or higher as an evaluation of their level of understanding of the concept of phylogenetic organization. Results will reported to the Division Chairperson for Mathematics & Science.

Outcome Criterion

70% of the student sample – chosen from all TVCC campuses which offer Biology 1406 and/or 1407 – will demonstrate a 70% level of understanding regarding the concept of phylogenetic organization.

Strategic Plan Relationship

This outcome directly relates to student ability to organize data presented as evidence of taxonomic position. Data is evaluated for its significance in determining appropriate classification.

Outcome Results

121 students from 6 sections of General Biology II were tested in Spring 2007 or Fall 2006. They represented all 3 TDCJ units where TVCC offers biology and 2 of the main TVCC campuses. No Palestine campus data was reported. 72.7% of students tested were successful at the 70% = success criteria. Our goal was to have 70% of students successful. Therefore, our students met our goal.

Outcome Distance Learning Results

Interactive video classes in General Biology II (Biol 1407) to two TDCJ units were offered, but these were not tested. The interactive video instructor tested 3 of his other classes instead. No comparison can be made without data. The Division Chairperson for Math & Science did not realize that the four interactive video sections of Biol 1407 had to be evaluated for this LEAP in Fall 2006. Interactive Biol 1407 sections were not offered in Spring 2007.

Planned Improvement as an Outcome Result

Since most instructors tested their students and reported LEAPs results for Fall 2006, there were many fewer students evaluated for this LEAP. One change that biology faculty members wish to consider for next year would be to choose more of their LEAPs to be evaluated in General Biology II or A&P II and routinely do part of each instructor's evaluations of LEAPs in the spring semester. They are also in favor of having as many as 9 LEAPs from which instructors might choose LEAPs. The Division Chairperson for Mathematics and Science is opposed to both these ideas, since it would mean analyzing data late in the Spring semester and since the response for any one

LEAP would be smaller.

Planned Distance Learning Improvement as an Outcome Result

Any LEAP item which needs to be evaluated should be tested in whichever semester the topic is normally covered. That will mean some topics will be evaluated in fall semesters and some will be evaluated in spring semesters - at least for distance learning interactive video classes. This agreement brought up the idea of biology having several (nine) LEAPs and letting each instructor choose 3 or 4 to evaluate in either fall or spring semesters. This is opposed by the Division Chairperson for Math & Science because the timeframe for analyzing and reporting LEAP data is too short if the data comes in in May. This disagreement will have to be discussed at Fall in-service meetings before it can be resolved.

Biology Education

Plan Period: FY08

Outcome ID#: 1260

Outcome Description

Biology 1406 students will be able to identify the structure and function of subcellular components.

Outcome Strategy

Class discussions, lectures and assigned readings will be used to expose the students to subcellular component structure and function. Laboratory experiences will be used to reinforce and gain a better understanding.

Outcome Method

The Biology Department will create a series of questions, of which a subset (minimum of 10 questions) can be embedded within Biology 1406 evaluations (Final Exam or last test or other). Alternatively, instructors may select appropriate questions from their own test banks that address this specific learning outcome. Students will demonstrate mastery by receiving 70% or higher as an evaluation of their level of understanding of the concept of sub-cellular component structure and function. Results will be reported to the Division Chairperson for Mathematics & Science.

Outcome Criterion

70% of the student sample - chosen from all TVCC campuses which offer Biology 1406 - will demonstrate a 70% level of understanding regarding the concept of sub-cellular component structure and function.

Strategic Plan Relationship

This outcome relates to learning about living systems. It also relates to student ability to organize concepts on a structural and physiological level and to analyze the relationship between the anatomy and actions of a sub-cellular component.

Outcome Results

Four Athens campus instructors reported data from 7 sections of Biology 1406 including one section taught at a TDCJ unit. A total of 240 students were in those sections. No data was reported from the Palestine or Terrell campuses, though they were contacted directly with requests for data at least 4 times during the year. 77.2% of these students successfully completed this learning outcome.

Fall '07

Carlisle.0076

Carlisle.0077 15 5 6 5 31 75

Carlisle.0072

Jennings.0074 17 3 1 13 34 56.7

Baum.0075 17 8 4 4 33 81

Jennings.0071 21 6 2 8 37 72.4

Baum.0073 22 11 2 3 38 88

Price.0070 24 8 2 4 38 85.7

Nunnally.0745

Mahdavi.0980

Crawford.0979

Singh.1310

Gaston.1223
Price.1254 23 2 0 4 29 85.2
Nunnally.1280
139 41 240 77.2

* Baum. denotes Baumgartner

** nd means no data

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

The Biology department needs to counter a natural tendency for campuses to back away from needed communication with each other after our successful completion of TVCC's SACS study and in a year when all the campuses were very busy with administrative changes. The LEAP process must be an on-going evaluation of our student's learning. That needs to include all campuses and, as nearly as possible, all applicable sections. Though the results of the evaluation of this learning outcome were good, the lack of participation was unacceptable.

Planned Distance Learning Improvement as an Outcome Result

Biology 1406 was offered at TDCJ units by Interactive Video, but these classes were not evaluated since the department had agree to evaluate Biology 1406 in Fall 2007 and Biology 1407 in Spring 2008. A hybrid biology course - employing an internet lecture section but an on-campus laboratory section - will be offered for the first time in Summer 2008. Evaluations of these sections could be done, but are not mandated by this year's plan.

Biology Education

Plan Period: FY08

Outcome ID#: 1261

Outcome Description

Biology 1407 and 2401 students will be familiar with structure, function, and relative complexity of organ systems of organisms.

Outcome Strategy

Class discussions, lectures and assigned readings will be used to expose the students to organ systems of organisms. Laboratory experiences will be used to reinforce and gain better understanding.

Outcome Method

Biology 1407 and 2401 instructors will create a set of questions, of which a subset (minimum of 10 questions) can be embedded within Biology 1407 and 2401 evaluations (Final Exam or last test or other). Alternatively, instructors may select appropriate questions from their own test banks that address this specific learning outcome. Students will demonstrate mastery by receiving 70% or higher as an evaluation of their level of understanding regarding the structure, function, and relative complexity of organ systems of organisms.

Outcome Criterion

70% of the student sample - chosen from all TVCC campuses which offer Biology 1407 and/or 2401 - will demonstrate a 70% level of understanding regarding the structure, function, and relative complexity of organ systems in organisms.

Strategic Plan Relationship

Qualitative critical thinking skills are required and improved as students learn to compare structure, function, and relative complexity of organ systems. They of course are learning about living systems as they study and compare structure and function of organ systems.

Outcome Results

Six instructors from the Athens and Palestine campuses reported data on 16 sections of Biol 1407 and Biol 2401. No instructors from the Terrell campus reported data though they were directly contacted at least 4 times during the year with requests for data. 441 students were evaluated on this learning outcome. 80.8 successfully met the criteria of the learning outcome.

	suc	W	Fnd	nd	unsuc	tot	%suc
2401 in Fall '07							
Cates.0079	15	7	4	1	27	93.8	
Cates.0080	18	12	1	1	32	94.7	
Cates.0081	19	13	3	2	37	100	
Carlisle.1298							
Latimer.0748	13	8	0	21	100		
Latimer.0749	8	15	0	23	100		
Latimer.0747	13	7	2	22	86.7		
Richardson.0982							
Crawford.0984							
Mahdavi.0983							

Richardson.0985

2401 in Spring '08

Cates.0069

Richardson.1023

Mahdavi.1022

Jennings.0795 10 14 2 7 33 58.8

Carlisle.0068 9 10 6 25 60

1407 in Sp' '08

Richardson.1021

Mahdavi.1019

Mahdavi.1020

Nunnally.0794

Nunnally.1269

Price.0060 24 6 5 35 82.8

Price.1314 8 1 5 14 61.5

Carlisle.0062 22 2 0 12 36 64.7

Carlisle.0065 6 2 3 1 12 85.7

Carlisle.0066 10 6 1 6 23 62.5

Jennings.0064 13 3 3 14 3 36 81.3

Baum.0063 25 7 3 1 36 96.2

Baum.0061 14 10 1 4 29 77.8

227 123 13 24 54 441 80.8

*Baum. denotes Baumgartner

**nd means no data

Outcome Distance Learning Results

The only distance learning classes that could have been included were two TDCJ Interactive Video sections of Biol 1407 in Fall 2007. Since this learning outcome was intended to be evaluated in Spring 2008 - when most Biol 1407 sections are offered - those sections were not evaluated.

Planned Improvement as an Outcome Result

The Biology department will seek to increase communication with the Terrell campus biology instructors in order to secure their participation. The results on two campuses are good.

Planned Distance Learning Improvement as an Outcome Result

Interactive Video sections need to be evaluated on learning outcomes even though they may be offered in different semesters than most other pertinent classes. Interactive Video sections could also be evaluated in summer semesters.

Biology Education

Plan Period: FY08

Outcome ID#: 1262

Outcome Description

Biology 2401 students will demonstrate scientific reading and comprehension ability with basic biology reading passages.

Outcome Strategy

Besides class discussions and lectures, each unit in Biology 2401 will include assigned readings. The students will be encouraged to ask questions about their assigned readings and to analyze the content of the readings to determine what they think are the most important concepts. Class discussions about these concepts should reinforce students' confidence in their ability to read and interpret scientific readings.

Outcome Method

A pre-test of scientific reading ability will be administered early in the semester in Biology 2401. Later in the semester, a post-test of scientific reading ability will be administered. The passages will be chosen from material about General Biology rather than about the Anatomy and Physiology topics they have been studying. Both tests will be scored by certified reading instructors who are competent to assess reading ability.

Outcome Criterion

At least 70% of the students tested on both pre- and post-tests will increase their scores by at least 10%.

Strategic Plan Relationship

Reading and discussing complex anatomy and physiology literature should improve reading skills and also improve critical thinking skills. We're not just asking them to know what they read but also to analyze and organize this material. Of course, they are also learning about living systems.

Outcome Results

This learning outcome was to be evaluated in Spring 2008 even though more sections are taught in Fall semesters. Further, only 23 students from 3 instructors took both the pre- and post- test. Of those, 13 (57%) raised their scores by 10% and met the success criteria. It is a difficult outcome to manage since it requires a pre- and post- reading test on material not directly pertinent to course content. Success depends on students improving their comprehension of scientific reading passages by at least 10% from pre- to post-test. This year's result does not meet the criteria set of achieving 10% improvement by 70% of students. This small sample is also inadequate.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

The Biology department needs to reevaluate this important learning outcome - one that involves our QEP. LEAP evaluations and QEP initiatives are an ongoing part of this department's mission. The department must find the

will and the way to effectively evaluate this outcome and to be sure that students care about this learning outcome. The outcome probably should be evaluated during Fall semesters.

Planned Distance Learning Improvement as an Outcome Result

NA

Biology Education

Plan Period: FY09

Outcome ID#: 5712

Outcome Description

Biology 1406 students will be able to identify the structure and function of subcellular components.

Outcome Strategy

Class discussions, lectures and assigned readings will be used to expose the students to subcellular component structure and function. Laboratory experiences will be used to reinforce and gain a better understanding.

Outcome Method

The Biology Department will create a series of questions, of which a subset (minimum of 10 questions) can be embedded within Biology 1406 evaluations (Final Exam or last test or other). Alternatively, instructors may select appropriate questions from their own test banks, that address this specific learning outcome. Students will demonstrate mastery by receiving 70% or higher as an evaluation of their level of understanding of the concept of sub-cellular component structure and function. Results will be reported to the Division Chairperson for Mathematics & Science.

Outcome Criterion

70% of the student sample - including biology sections from all TVCC campuses which offer Biology 1406 - will demonstrate a 70% level of understanding regarding the concept of sub-cellular component structure and function. The change in this year's criterion is that the biology department will require participation of all biology instructors who teach Biology 1406. All campuses offering Biology 1406 must be represented.

Strategic Plan Relationship

"To demonstrate knowledge of the physical universe and living systems"
This outcome relates to learning about living systems.

"To demonstrate qualitative and quantitative critical thinking skills"

This outcome also relates to student ability to organize concepts on a structural and physiological level and to analyze the relationship between the anatomy and actions of a sub-cellular component.

Outcome Results

165 students from 8 sections of Biol 1406 representing the Athens, Terrell, and TDCJ campuses were evaluated. These classes actually had 254 students, but 89 students didn't complete the evaluations (dropped before the Final Exam or didn't take the Final for other reasons). 9 more sections of Biol 1406 were not evaluated. This is a success rate of 61.8%. The goal of 70% success rate with all sections on all campuses participating was not met.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Last year's results were much better, with a success rate over 70%. This Learning Outcome was repeated to

achieve a higher participation with more campuses represented. That did not happen and the success rate actually went down. The change that needs to happen is faculty participation. Faculty carried huge student loads in Fall 2008 and apparently did not find this participation imperative. They must realize that participation is imperative.

Planned Distance Learning Improvement as an Outcome Result

NA

Biology Education

Plan Period: FY09

Outcome ID#: 5772

Outcome Description

Biology 1407 and 2401 students will be familiar with structure, function, and relative complexity of organ systems of organisms.

Outcome Strategy

Class discussions, lectures and assigned readings will be used to expose the students or organ systems of organisms. Laboratory experiences will be used to reinforce and gain better understanding.

Outcome Method

Biology 1407 and 2401 instructors will create a set of questions, of which a subset (minimum of 10 questions) can be embedded within Biology 1407 and 2401 evaluations (Final Exam or last test or other). Alternatively, instructors may select appropriate questions from their own test banks that address this specific learning outcome. Students will demonstrate mastery by receiving 70% or higher as an evaluation of their level of understanding regarding the structure, function, and relative complexity of organ systems of organisms.

Outcome Criterion

70% of the student sample - chosen from all TVCC campuses which offer Biology 1407 and/or 2401 - will demonstrate a 70% level of understanding regarding the structure, function, and relative complexity of organ systems in organisms.

Strategic Plan Relationship

"To demonstrate qualitative and quantitative critical thinking skills"

Qualitative critical thinking skills are required and improved as students learn to compare structure, function, and relative complexity of organ systems.

"To demonstrate knowledge of the physical universe and living systems"

They, of course, are learning about living systems as they study and compare structure and function of organ systems.

Outcome Results

155 students from 9 sections of Biol 1407 or Biol 2401 or Biol 2402 representing Athens, Palestine, Terrell, and TDCJ campuses were evaluated. These classes actually held 264 students, but 109 did not complete the evaluation (dropped before the Final Exam or did not take the Final Exam for another reason). Another 15 sections of Biol 2401 or Biol 1407 were not evaluated. This is a success rate of 81.2%, which exceeds our goal of 70% success rate.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Participation was unacceptably low on this Learning Outcome. The largest sections of Biol 2401 were not evaluated this year. Despite crushing student loads, faculty must see participation in evaluation of our Learning

Outcomes as an imperative.

Planned Distance Learning Improvement as an Outcome Result

NA

Biology Education

Plan Period: FY09

Outcome ID#: 5773

Outcome Description

Biology 2401 students will demonstrate scientific reading and comprehension ability with basic biology reading passages.

Outcome Strategy

Besides class discussions and lecture, each unit in Biology 2401 will include assigned readings. The students will be encouraged to ask questions about their assigned readings and to analyze the content of the readings to determine what they think are the most important concepts. Class discussions about these concepts should reinforce students' confidence in their ability to read and interpret scientific readings.

All Biology 2401 instructors on all campuses of TVCC which offer Biology 2401 should participate in the Fall 2008 semester. Last year's choice to evaluate this outcome in the Spring semester made fewer sections available for evaluation and did not include all campuses.

Outcome Method

A pre-test of scientific reading ability will be administered early in the Fall 2008 semester to Biology 2401 students on all campuses. Later in the semester, a post-test of scientific reading ability will be administered. The passages will be chosen from material about General Biology rather than about specific Anatomy and Physiology topics which they have been studying. Both tests will be scored by certified reading instructors who are competent to assess reading ability.

Outcome Criterion

At least 50% of the students in every section of Biology 2401 will participate in both pre-and post-tests in Fall 2008. Instructors will require participation through various methods preferred by the several instructors. Participation was the problem last year. Instructors must require student participation in order to achieve any meaningful result.

Strategic Plan Relationship

Reading and discussing complex anatomy and physiology literature should improve reading skills and also improve critical thinking skills. We're not just asking them to know what they read but also to analyze and organize this material. Of course, they are also learning about living systems.

Outcome Results

67 students from 5 sections of Biol 2401, representing the Palestine and Terrell campuses were evaluated. These classes actually had 163 students, but 96 students did not complete the evaluation (dropped before the Final Exam or did not take the Final Exam for another reason). Another 5 sections of Biol 2401 were not evaluated. The success rate was 47.8%. This is close but less than the goal of 50% success rate. The level of participation was also unacceptable.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

The Biology faculty on the Athens campus and two Biology faculty on the Terrell campus did not participate in this Learning Outcome evaluation. While this is not acceptable, I believe that their reasons were partially due to frustration with the rules for this Learning Outcome that left students "unengaged" and without caring about their results on the evaluation. Proposed changes for this Learning Outcome would be that 1) students read material that is pertinent to their course, 2) student participation and success should count in their grade, and 3) evaluations should be given in class. These students are extremely busy, and voluntary participation is not a realistic expectation. These students need to be required to participate and their success needs to be part of their grade or this Learning Outcome needs to be discontinued for Biol 2401.

Planned Distance Learning Improvement as an Outcome Result

NA

Biology Education

Plan Period: FY10

Outcome ID#: 6024

Outcome Description

Biology 1406 students will be able to identify the structure and function of subcellular components.

Outcome Strategy

Class discussions, lectures and assigned readings will be used to expose the students to subcellular component structure and function. Laboratory experiences will be used to reinforce and gain a better understanding. All Biology 1406 will stress this learning outcome in Fall 2009 in order to ensure that students value and learn this topic.

Outcome Method

The Biology Department will create a series of questions, of which a subset (minimum of 10 questions) can be embedded within Biology 1406 evaluations (Final Exam or last test or other test). Alternatively, instructors may select appropriate questions from their own test banks, that address this specific learning outcome. Students will demonstrate mastery by receiving 70% or higher as an evaluation of their level of understanding of the concept of sub-cellular component structure and function. Results will be reported to the Division Chairperson for Mathematics and Science.

Outcome Criterion

70% of the student sample - including biology sections from all TVCC campuses which offer Biology 1406 - will demonstrate a 70% level of understanding regarding the concept of sub-cellular component structure and function. A change in this year's criterion is that the biology department will request participation of all biology instructors who teach Biology 1406. Instructors who found that they were too busy last year should perform their evaluation of this topic at an earlier more convenient date.

Strategic Plan Relationship

This outcome relates to learning about living systems and to their ability to organize concepts on a structural and physiological level and to analyze the relationship between the anatomy and actions of a subcellular component.

Outcome Results

301 students from 9 sections of Biol 1406, representing the Athens, Palestine, and TDCJ campuses, were surveyed. We did not meet our goal. Only 64.2% of students tested scored at the 70% success level chosen. We also got no response from the Terrell campus. We believe that one cause for the disappointing scores and the lack of participation was that this Learning Outcome does include the requirement that students analyze the relationship between the anatomy and actions of a subcellular component. This outcome is both more difficult to test and more difficult to answer correctly since some sort of free response question is indicated.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

This item needs to be revisited. The scores of most sections were above our 70% correct goal. We believe that a

more comprehensive review of all sections offered would yield better results. Also the idea of including a critical thinking component and analysis was new and probably caused some misunderstanding among the Biology faculty.

Planned Distance Learning Improvement as an Outcome Result

NA

Biology Education

Plan Period: FY10

Outcome ID#: 6025

Outcome Description

Biology 1407 and 2401 students will be familiar with structure, function, and relative complexity of organ systems of organisms.

Outcome Strategy

Class discussions, lectures and assigned readings will be used to expose the students to organ systems of organisms. Laboratory experiences will be used to reinforce learning and gain better understanding.

Outcome Method

Biology 1407 and 2401 instructors will create a set of questions, of which a subset (minimum of 10 questions) can be embedded within Biology 1407 and 2401 evaluations (Final Exam or last test or other test). Alternatively, instructors may select appropriate questions from their own test banks that address this specific learning outcome. Students will demonstrate mastery by receiving 70% or higher as an evaluation of their level of understanding regarding the structure, function, and relative complexity of organ systems of organisms.

Outcome Criterion

70% of the student sample - including students from all TVCC campuses which offer Biology 1407 and/or 2401 - will demonstrate a 70% level of understanding regarding the structure, function, and relative complexity of organ systems in organisms. The Biology Faculty have opted to re-evaluate this learning outcome because they wanted more participation in the evaluation. Since 1407 will be primarily evaluated in the spring semester while 2401 will be evaluated in the fall semester, they felt that their participation was not sufficient last year.

Strategic Plan Relationship

Qualitative critical thinking skills are required and improved as students learn to compare structure, function, and relative complexity of organ systems.

Students are learning about living systems as they study and compare structure and function of organ systems.

Outcome Results

270 students from 8 sections of Biol 1407 or Biol 2401 were surveyed. We were successful in meeting our goal. 75.9% of students tested, representing all campuses that offer Biol 2401 or Biol 1407 - including the TDCJ units, scored at least 70% correct on tests measuring their knowledge of structure, function and relative complexity of organ systems. The questions used attempted to measure not only students' knowledge of the organ systems, but to also evaluate the students' analysis of their relative complexity. Particularly in Anatomy and Physiology classes, students must understand the relationships between form and function.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

The Biology Department would like to get a more comprehensive evaluation of this topic with a higher goal. No concurrent high school sections were reported. We need to be sure that another evaluation of this topic would

include those students.

Planned Distance Learning Improvement as an Outcome Result

NA

Biology Education

Plan Period: FY10

Outcome ID#: 6026

Outcome Description

Students in Biology 1406, and 2401 will be able to demonstrate a knowledge of the structure and function of DNA.

Outcome Strategy

Class discussions, lectures and assigned readings will be used to expose the students to the structure and function of DNA. Laboratory experiences will be used to reinforce and gain better understanding.

Outcome Method

Biology instructors will create a set of questions, of which a subset (minimum of 10 questions) can be embedded within Biology 1406 and 2401 evaluations (Final Exam or last test or other test). Alternatively, instructors may select appropriate questions from their own test banks that address this specific learning outcome. Students will demonstrate mastery by receiving 70% or higher as an evaluation of their level of understanding regarding the structure and function of DNA.

Outcome Criterion

70% of the student sample - including all TVCC campuses which offer Biology 1406 and 2401 - will demonstrate a 70% level of understanding regarding the structure and function of DNA.

Strategic Plan Relationship

Critical thinking skills will be developed and demonstrated when students study and are tested on understanding the structure and function of DNA.

DNA is critical to all living systems.

Outcome Results

484 students, representing all campuses that offer Biol 1406 or Biol 2401 - including the TDCJ units, from 14 sections were surveyed. We did not quite meet our goal. Only 68.5% of students tested scored at least 70%. We believe that one reason for the low score was that evaluation of this outcome did include questions about analyzing and relating structure to function. Students often interpret these questions as "tricky" and they sometimes omit them. Especially in Biol 2401, this aspect of the learning outcome is essential.

Outcome Distance Learning Results

No Distance Learning Biol 1406 was evaluated. Two distance learning sections offered were offered at our TDCJ units, but these sections were not reported.

Planned Improvement as an Outcome Result

The Biology Department feels that including Biol 2401 sections in our evaluations raised scores, but that including questions involving analysis and relating structure to function lowered results. The Department feels that most Learning Outcomes should include Anatomy and Physiology students and that the "dratted" analysis questions also need to continue to be included.

Planned Distance Learning Improvement as an Outcome Result

It is difficult to ensure that our TDCJ Distance Learning sections can be evaluated. The time needed to cover our material is often not there during these sections, and lockdowns, shakedowns, and minor and major crisis events cause some planned evaluations to be disrupted. We will continue to attempt to include those Distance Learning sections in our Learning Outcomes evaluations.

Biology Education

Plan Period: FY11

Outcome ID#: 6402

Outcome Description

Biology 1406 (General Biology I) students and Biology 2401 (Anatomy & Physiology I) students will be able to identify the structure and function of sub-cellular components.

Outcome Strategy

Class discussions, lectures and assigned readings will be used to expose the students to subcellular component structure and function. Laboratory experiences will be used to reinforce and gain a better understanding. Instructors in both courses will stress this learning outcome in Fall 2010 in order to ensure that students value and learn this topic.

Outcome Method

The Biology Department will create a series of questions, of which a subset (minimum of 10 questions) can be embedded within tests (Final Exam or other test) in both courses. Alternatively, instructors may select appropriate questions from their own test banks, that address this specific learning outcome. Students will demonstrate mastery by receiving 70% or higher as an evaluation of their level of understanding of the concept of sub-cellular component structure and function. Results will be reported to the Division Chairperson for Mathematics and Science.

Outcome Criterion

70% of the student sample - including sections from all TVCC campuses which offer Biology 1406 or Biology 2401 - will demonstrate a 70% level of understanding regarding the concept of sub-cellular component structure and function. As in previous years, responses are required from all instructors on all TVCC campuses who teach Biology 1406 or Biology 2401. Instructors who found that they were too busy near Final Exam time should perform their evaluation of this topic at an earlier, more convenient date.

Strategic Plan Relationship

This outcome is all about studying living systems.

Outcome Results

237 students from 8 sections and two campuses were evaluated. 77% of students evaluated were successful.

Outcome Distance Learning Results

There were no Distance Learning courses taught.

Planned Improvement as an Outcome Result

The Biology Department will work to achieve 100% participation on this Learning Outcome next year.

Planned Distance Learning Improvement as an Outcome Result

Distance Learning courses may be planned on one campus. Comparisons would be useful. This is another reason for continuing the Learning Outcome.

Biology Education

Plan Period: FY11

Outcome ID#: 6403

Outcome Description

General Biology (Biol 1406 and Biol 1407) and Anatomy & Physiology (Biol 2401 and Biol 2402) students will be able to demonstrate knowledge of cellular metabolism core concepts.

Outcome Strategy

Class discussions, lectures and assigned readings will be used to expose the students to cellular metabolism core concepts. Laboratory experiences will be used to reinforce learning and gain better understanding.

Outcome Method

General Biology and Anatomy & Physiology instructors will create a set of questions, of which a subset (minimum of 10 questions) can be embedded within tests (Final Exam or last test or other test). Alternatively, instructors may select appropriate questions from their own test banks that address this specific learning outcome. Students will demonstrate mastery by receiving 70% or higher as an evaluation of their level of understanding regarding cellular metabolism core concepts.

Outcome Criterion

70% of the student sample - including students from all TVCC campuses which offer General Biology and/or Anatomy & Physiology - will demonstrate a 70% level of understanding regarding this outcome.

Strategic Plan Relationship

This relates to students' knowledge of living systems.

Outcome Results

220 students from 8 sections, representing 2 campuses (3 if you count a TDCJ section as originating on another campus and thus have 5 TVCC campuses), were evaluated. 73% were successful at the 70% success criteria.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

The Biology Department will work to achieve 100% participation on this Learning Outcome next year.

Planned Distance Learning Improvement as an Outcome Result

One campus is considering offering Distance Learning courses in this field. If so that's another reason to re-evaluate the learning outcome.

Biology Education

Plan Period: FY11

Outcome ID#: 6404

Outcome Description

Biology 1406 (General Biology I) students will be able to demonstrate a knowledge of the structure and function of DNA.

Outcome Strategy

Class discussions, lectures and assigned readings will be used to expose the students to structure and function of DNA. Laboratory experiences will be used to reinforce and gain better understanding.

Outcome Method

General Biology I instructors will create a set of questions, of which a subset (minimum of 10 questions) can be embedded within Biology 1406 assessments (Final Exam or last test or other test). Alternatively, instructors may select appropriate questions from their own test banks that address this specific learning outcome. Students will demonstrate mastery by receiving 70% or higher as an evaluation of their level of understanding regarding the structure and function of DNA.

Outcome Criterion

70% of the student sample - including all TVCC campuses which offer Biology 1406 - will demonstrate a 70% level of understanding regarding the structure and function of DNA.

Strategic Plan Relationship

The structure and function of DNA are very important knowledge about living systems.

Outcome Results

113 students, from 4 sections, representing 2 campuses (3 if TDCJ is counted as a separate campus) were evaluated. Only 58 % were successful at the 70% success criteria.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

The Biology Department will work to achieve 100% participation on this Learning Outcome next year.

Planned Distance Learning Improvement as an Outcome Result

If a Biology 1406 Distance Learning course is offered this year, the comparison would be possible.

Chemistry Education

Plan Period: FY06

Outcome ID#: 285

Outcome Description

Organic Chemistry students will demonstrate the ability to read and understand moderate level science material concerning "structural isomers of organic compounds" from the Organic Chemistry textbook.

Outcome Strategy

Organic Chemistry students will be asked to read and interpret a section of the textbook on "structural isomers" and to complete objective 6 in the Organic Chemistry Syllabus by listing and describing the isomers required in the objective. This report will be turned in as a homework assignment without any instructor lecture on the topic.

Outcome Method

Successful students will be able to find, list, and adequately describe 70% of the isomers required on this homework assignment. A further assessment will be made by including this objective on an essay test given at the end of the unit. Successful students will also score 70% of the points allotted to this objective on the unit test. Organic Chemistry instructors will report students' percent correct on both the homework assignment and the part of the unit test devoted to this topic to the Division Chairperson for Mathematics & Science.

Outcome Criterion

70% of a sampling of Organic Chemistry students (chosen from all TVCC campuses which offer Organic Chemistry) will be successful by earning 70% of the points allotted to the homework assignment and 70% of the points allotted to structural isomers on the unit test.

Strategic Plan Relationship

This outcome relates directly to the Critical Thinking TVCC General Education Outcome because it involved applying the concepts of isomerism to analyze compounds. This outcome also relates directly to the Reading Comprehension and Written Communication TVCC General Education Outcomes and uses these outcomes to engage students in their educational experience.

Outcome Results

Grading the homework essay giving points for describing the essential elements of the reading: 72% of the class successfully completed the assignment with at least a grade of 70%.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

The homework results were inconclusive. The subject matter should have included more difficult reading material, which would involve a far deeper level of reading comprehension and critical thinking. It would also perhaps be better to assign and complete the objective in the classroom rather than give the homework assignment, as it appeared the students probably copied each other's work to some extent. Collaboration is appropriate, but copying invalidates the assessment. The 14% of students who failed to achieve the 70% level wrote a very short report, which indicated that they simply did not spend a reasonable amount of time on the project. Their reading ability and critical thinking was probably not measured. The next time this is done the

students will be told an important grade will be given for their work.

The results of the unit test confirmed that the homework assignment did not accurately measure their understanding of the subject.

Planned Distance Learning Improvement as an Outcome Result

NA

Chemistry Education

Plan Period: FY06

Outcome ID#: 286

Outcome Description

General chemistry students will demonstrate the ability to use unit factors to convert English units into SI units and visa versa.

Outcome Strategy

A four-part implementation will include: (A) The concept will be demonstrated with multiple example problems worked by the instructor, who will require student participation and input. (b) A practice test will be administered consisting of 5 to 10 different problems. (c) The solutions to the problems on the practice test will be demonstrated by the instructor and/or student volunteers. (d) Students will each grade their own practice tests, and note their mistakes and weaknesses.

Outcome Method

A combination essay and multiple choice unit test containing at least 5 specific unit factor questions will be administered at the end of the unit. Students will demonstrate that they have mastered the topic by successfully earning at least 70% of the points allotted to this topic. Instructors will report General Chemistry students' percent correct on this topic to the Division Chairperson for Mathematics & Science.

Outcome Criterion

At least 70% of a sample of General Chemistry students (chosen from all campuses of TVCC which offer General Chemistry) will demonstrate mastery of the topic by successfully earning at least 70% of the points allotted to this topic on this unit test.

Strategic Plan Relationship

The ability to convert units is a basic skills that is necessary to work with chemical concepts. The ability to combine conversion steps and to complete the calculations necessary relates to TVCC's General Education Outcomes of Critical Thinking and Mathematics.

Outcome Results

43 students in two General Chemistry courses (from two campuses – Athens & Palestine) were tested unit factors questions during a regular unit test. 39 of 43 (or 90.7%) of students tested scored 70% or higher on the unit factors portion of the test.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

The high percentage success rate for the unit factor unit was matched by higher overall course completion grades at the end of this semester compared with previous years. The importance of stressing unit factors in the early part of the semester could have been part of the reason since the student's ability to use these factors are central to working all types of chemistry stoichiometry problems. However, this conclusion is not certain as many other factors could also have been involved.

Possible Changes

1. At least two extra hours of instruction (compared to previous years) was used to achieve this high percent of success. It would be useful to cut this time next year to see if similar results could still be achieved.
2. Other methods to increase the emphasis on the use of unit factors that did not take extra instruction time from limited classroom time will also be attempted. Perhaps a carefully designed homework assignment could be used to get the same results.

The General Chemistry instructor on the Palestine reported data from Spring 2006 and the Athens campus reported data from Fall 2005. The Terrell campus has not offered General Chemistry this year.

Planned Distance Learning Improvement as an Outcome Result

NA

Chemistry Education

Plan Period: FY06

Outcome ID#: 287

Outcome Description

Students in General Chemistry will demonstrate the ability to read and understand moderate level science material describing the Rutherford Scattering Experiment.

Outcome Strategy

Students in General Chemistry will be assigned to read the section of their General Chemistry textbook describing the Rutherford Scattering Experiment and asked to interpret the material as they answer questions covering objective 31 in the TVCC Chemistry 1411 syllabus concerning the Rutherford Scattering Experiment. This report will be turned in as a homework assignment. Any instructor lecture on this topic will come after all students are required to have turned in their report.

Outcome Method

All General Chemistry students will be graded on the assignment. They will be assessed on their understanding of the Rutherford Scattering Experiment and on their understanding of atomic structure as required under objective 31 in the TVCC Chemistry 1411 syllabus. A further assessment will be made by including at least 1 question concerning this objective on a multiple-choice test given at the end of the unit. Individual students will be deemed successful if they achieve at least a C (70%) on their report and if they answer the question(s) correctly. Instructors will report their students' success or lack of success on this objective to the Division Chairperson for Mathematics & Science.

Outcome Criterion

A minimum of 70% of a sampling of General Chemistry students (chosen from all campuses of TVCC which offer General Chemistry) will be rated successful by their instructors.

Strategic Plan Relationship

This outcome relates to TVCC's QEP "Reading Comprehension" and "Written Communication." In addition, the ability to communicate the important contribution to the experiment has made to the atomic model would also relate to the critical thinking TVCC General Education outcome.

Outcome Results

This assessment was not accomplished. Another "student learning outcome" was substituted and will be reported on a separate form. The substitution did assess student reading and comprehension of technical chemistry information, but was aimed at the Organic Chemistry class.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

This assessment or a similarly designed assessment to measure student reading ability of technical chemistry material should be chosen and implemented for 2006-2007. Another assessment using the General Chemistry and/or Introduction to Chemistry classes is needed. Also, an assessment which instructors on all campuses should implement is planned.

Planned Distance Learning Improvement as an Outcome Result

NA

Chemistry Education

Plan Period: FY06

Outcome ID#: 288

Outcome Description

Organic chemistry students will demonstrate the ability to apply the basic organic chemical reaction mechanisms they have learned in order to outline all steps necessary to synthesize certain complex molecules from simple molecules.

Outcome Strategy

Lecture, classroom discussions, and problem sessions will present a wide variety of the most important Organic Chemistry reaction mechanisms.

Outcome Method

Students will demonstrate on a written test that they know and can apply the various mechanisms. They will be asked to "Outline all steps in a possible laboratory synthesis of each of the following complex compounds from small alcohols of four carbons or less." They will be given a list of 5 to 10 compounds to synthesize. In order to be successful the students should correctly answer 70% of the problems. Students success rates will be reported on the Division Chairperson for Mathematics & Science.

Outcome Criterion

80% of the students will demonstrate mastery by correctly answering a minimum of 70% of the problems.

Strategic Plan Relationship

The Texas CORE Curriculum in natural science describes how this outcome relates to the Critical Thinking TVCC General Education Outcome. It required students (quoting from the state standards): "1. To understand and apply methods and appropriate technology to the study of natural sciences. 2. To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analysis and interpretation both orally and in writing." The ability to combine and utilize the correct reaction mechanism in order to create complex molecules from simple is an excellent measurement of both scientific understanding and critical thinking.

Outcome Results

Eight synthesis problems were given as part of the Organic Chemistry I final exam. 17% of the students scored 70% correct or higher. 83% of the students scored lower than 70% correct.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Even though this was only the first attempt made by the students to put all the concepts of the first semester of Organic Chemistry together in order to synthesize complex molecules from simple ones, the results were surprisingly very low. Since the ability to use critical thinking to apply organic mechanisms in synthesis is essential to understanding and mastering the course some significant changes must be made early in the Spring semester. The following steps will be taken:

1. The types of synthesis problems given on the test will be reviewed and synthesis practice sessions will be used as a part of the class until they are able to successfully do the type of synthesis given on this unit test.
2. As new course material and mechanisms are covered synthesis exercises will be done immediately instead of waiting until the end of the unit.
3. A few short tests will be used to measure students' ability to synthesize as new material is introduced. As grades improve the increased emphasis on synthesis can be reduced.

Planned Distance Learning Improvement as an Outcome Result

NA

Chemistry Education

Plan Period: FY07

Outcome ID#: 602

Outcome Description

Organic Chemistry students will demonstrate the ability to read and understand moderate level science material concerning “structural isomers of organic compounds” from the Organic Chemistry textbook.

Outcome Strategy

Organic Chemistry students will be asked to read and interpret a section of the textbook on “structural isomers” and to complete objective 6 in the Organic Chemistry Syllabus by listing and describing the isomers required in the objective. This report will be turned in as a homework assignment without any instructor lecture on the topic.

Outcome Method

Successful students will be able to find, list, and adequately describe 70% of the isomers required on this homework assignment. A further assessment will be made by including this objective on an essay test given at the end of the unit. Successful students will also score 70% of the points allotted to this objective on the unit test. Organic Chemistry instructors will report students’ percent correct on both the homework assignment and the part of the unit test devoted to this topic to the Division Chairperson for Mathematics & Science.

Outcome Criterion

70% of a sampling of Organic Chemistry students (chosen from all TVCC campuses which offer Organic Chemistry) will be successful by earning 70% of the points allotted to the homework assignment and 70% of the points allotted to structural isomers on the unit test.

Strategic Plan Relationship

This outcome relates directly to the Critical Thinking TVCC General Education Outcome because it involves applying the concepts of isomerism to analyze compounds. This outcome also relates directly to the Reading Comprehension and Written Communication TVCC General Education Outcomes and uses these outcomes to engage students in their educational experience.

Outcome Results

16 students from two Organic Chemistry classes, representing the two campuses where Organic Chemistry is offered, were tested. The chemistry department chose this LEAP even though it would only apply to a few students because it would evaluate some of their best students who had experienced the entire chemistry program. 75% of the students were successful at the 70% correct = success criteria. Reading technical literature in organic chemistry is a very complex and challenging topic and the students did very well.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

The chemistry department instructors have decided to incorporate more reading assignments in all their chemistry classes. They have also decided to allow a pilot on-line General Chemistry class in Fall 2007. They will evaluate the validity of the course materials and the on-line laboratory materials and the validity of the course grades in Fall 2007. This offering would not have been considered without the positive result from our technical

reading experiment.

Planned Distance Learning Improvement as an Outcome Result

NA

Chemistry Education

Plan Period: FY07

Outcome ID#: 603

Outcome Description

General Chemistry and Introductory Chemistry students will demonstrate the ability to use unit factors to convert English units into SI units and visa versa.

Outcome Strategy

A four-part implementation will include: (A) The concept will be demonstrated with multiple example problems worked by the instructor, who will require student participation and input. (b) A practice test may be administered in some sections on some campuses consisting of 5 to 10 different problems. (C) The solutions to the problems on the practice test will be demonstrated by the instructor and/or student volunteers. (D) Students will each grade their own practice tests, and note their mistakes and weaknesses.

Outcome Method

A combination essay and multiple choice unit test containing at least 5 specific unit factor questions will be administered at the end of the unit. Students will demonstrate that they have mastered the topic by successfully earning at least 70% of the points allotted to this topic. Instructors will report General Chemistry and/or Introductory Chemistry students' percent correct on this topic to the Division Chairperson for Mathematics & Science.

Outcome Criterion

At least 70% of a sample of General Chemistry students (chosen from all campuses of TVCC which offer General Chemistry or Introductory Chemistry) will demonstrate mastery of the topic by successfully earning at least 70% of the points allotted to this topic on the unit test.

Strategic Plan Relationship

The ability to convert units is a basic skill that is necessary to work with chemical concepts. The ability to combine conversion steps and to complete the calculations necessary relates to TVCC's General Education Outcomes of Critical Thinking and Mathematics.

Outcome Results

102 students from 5 sections of General Chemistry, representing 2 of the campuses which offer General Chemistry, were tested. No chemistry instructors from the Terrell campus responded. No chemistry is offered at the TDCJ units where TVCC teaches. 86.6% of students tested were successful at the 70%=success criteria. Since our goal was that 70% of tested students would be successful, this was achieved.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

All three full-time chemistry instructors need to evaluate their students on next year's LEAPs. Our students are apparently successful on this topic, but given the small data base, all students should be tested.

A pilot program to offer General Chemistry as distance education on the internet will be offered in Fall 2007. This

program is only considered by 2 of 3 full-time instructors because our General Chemistry students have achieved high success rates.

Planned Distance Learning Improvement as an Outcome Result

NA

Chemistry Education

Plan Period: FY07

Outcome ID#: 604

Outcome Description

Students in General Chemistry and/or Introduction to Chemistry will demonstrate the ability to read and understand moderate level science material describing an important chemistry experiment

Outcome Strategy

Students in General Chemistry and/or Introduction to Chemistry will be assigned to read a selection from their textbook describing an important chemistry experiment and asked to interpret the material as they answer questions. This report will be turned in as a homework assignment. Any instructor lecture on this topic will come after all students are required to have turned in their report.

Outcome Method

All General Chemistry and Introduction to Chemistry students will be graded on the assignment. They will be assessed on their understanding of the chemistry experiment. A further assessment will be made by including at least 1 question concerning this objective on a multiple-choice test given at the end of the unit. Individual students will be deemed successful if they achieve at least a C (70%) on their report and if they answer the question(s) correctly. Instructors will report their students' success or lack of success on this objective to the Division Chairperson for Mathematics & Science.

Outcome Criterion

A minimum of 70% of a sampling of General Chemistry and/or Introduction to Chemistry students (chosen from all campuses of TVCC which offer General Chemistry and/or Introduction to Chemistry) will be rated successful by their instructors.

Strategic Plan Relationship

This outcome relates to TVCC's Learning Initiative: "Reading Comprehension" and "Written Communication". In addition, the ability to communicate about an important chemistry experiment would also relate to the critical thinking TVCC General Education outcome.

Outcome Results

97 students from 2 sections of General Chemistry and 3 sections of Introduction to Chemistry, representing 2 of 3 TVCC campuses where chemistry is offered, were tested. No Terrell campus instructors responded with results on this LEAP. No chemistry was offered at any TDCJ unit where TVCC teaches.

Faculty reported separate results for the quiz immediately after the reading assignment and for the unit test questions which were administered at the end of the unit with the unit test. On the immediate quiz, 81.4% of students tested were successful at the 70% correct = successful criteria. On the unit test questions, 70.8% of students tested were successful. One result exceeds our goal of 70% successful; the other result barely meets the goal. This is an improvement over last year's result with a similar LEAP. One difference this year is that instructors did follow up the reading assignment and quiz with discussion and instruction in class before the end of the unit.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

This item will be included in LEAP analysis next year. The chemistry instructors responding indicated an interest in trying to use this experiment with "reading for engagement" more often. They felt that this would help the students become accustomed to reading technical literature and instructions.

Planned Distance Learning Improvement as an Outcome Result

NA

Chemistry Education

Plan Period: FY07

Outcome ID#: 605

Outcome Description

Organic chemistry students will demonstrate the ability to apply the basic organic chemical reaction mechanisms they have learned in order to outline all steps necessary to synthesize certain complex molecules from simple molecules.

Outcome Strategy

Lecture, classroom discussions, and problem sessions will present a wide variety of the most important Organic Chemistry reaction mechanisms.

Outcome Method

Students will demonstrate on a written test that they know and can apply the various mechanisms. They will be asked to "Outline all steps in a possible laboratory synthesis of each of the following complex compounds from small alcohols of four carbons or less." They will be given a list of 5 to 10 compounds to synthesize. In order to be successful the students should correctly answer 70% of the problems. Students' success rates will be reported to the Division Chairperson for Mathematics & Science.

Outcome Criterion

70% of the students will demonstrate mastery by correctly answering a minimum of 70% of the problems.

Strategic Plan Relationship

The Texas CORE Curriculum in natural science describes how this outcome relates to the Critical Thinking TVCC General Education Outcome. It requires students (quoting from the state standards): "1. To understand and apply methods and appropriate technology to the study of natural sciences. 2. To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analysis and interpretation both orally and in writing." The ability to combine and utilize the correct reaction mechanism in order to create complex molecules from simple is an excellent measurement of both scientific understanding and critical thinking.

Outcome Results

6 students from one Organic Chemistry class on one campus were tested. 83.3% were successful at the 70% correct = success criteria.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

The department will be evaluating mostly General Chemistry (and possibly Introduction to Chemistry) students next year. Faculty wanted to evaluate Organic Chemistry students since they represented the strongest students who had been through our entire chemistry program, and the chemistry faculty were pleased with the results, but the results for so small a data base are not comprehensive enough to use for more than one LEAP.

Planned Distance Learning Improvement as an Outcome Result

NA

Chemistry Education

Plan Period: FY08

Outcome ID#: 1272

Outcome Description

General Chemistry and Introductory Chemistry students will demonstrate the ability to use unit factors to convert English units into SI units and visa versa.

Outcome Strategy

These implementation steps are designed to reach the desired outcome objective using less class time for instruction as suggested by the 2006-2007 leap results. In addition the group learning activity is used to help those students with different learning styles.

The four-part implementation will include: (A) The concept will be demonstrated with multiple example problems worked by the instructor, who will require student participation and input. (B) A practice test will be administered consisting of 5 to 10 different types of problems. (C) The instructor will demonstrate the solutions to the problems on the practice test. (D) Another practice test consisting of 10 to 20 problems will be given during a laboratory session. The students will work in small groups helping each other complete the test as they use their different type calculators.

Outcome Method

An essay or multiple choice unit test containing at least 10 specific unit factor questions will be administered at the end of the unit. Students will demonstrate that they have mastered the topic by successfully earning at least 70% of the points allotted to this topic. Instructors will report their Chemistry students' percent correct on this topic to the Division Chairperson for Mathematics & Science.

Outcome Criterion

At least 90% of a sample of Chemistry students (chosen from all campuses of TVCC which offer General or Introductory Chemistry) will demonstrate mastery of the topic by successfully earning at least 70% of the points allotted to this topic.

Strategic Plan Relationship

The students are clearly learning mathematical skills and learning about the units used in measuring aspects of our physical universe. These conversions often involve several steps and always involve choosing the correct unit factors to accomplish the conversion. This also uses and teaches critical thinking.

Outcome Results

95 students, from 5 sections, representing two TVCC campuses, were tested. No instructors from the Terrell campus responded. 79.0% of students tested were successful at the 70% correct criteria. This does not meet the learning outcome goal of 90% successful.

Gen. Chem. succ	Wnd	Fnd	nd	unsucc	total	% succ
Peek.0130&.0131	36		11	13	60	73.5
Dungan.0769	13	13			100	
Dungan.0770	* 6		6	6	18	50
Mahdavi.1005						

Intro. Chem.
Chu.1303 *
Bennett.1304 *
Bennett.1335 *
Dungan.0767 13 1 0 14 100
Dungan.0768 7 1 8 87.5

Totals 75 18 20 113 78.9

Outcome Distance Learning Results

12 students from one section of internet General Chemistry were tested. 50% were successful at the 70% correct criteria. This does not meet the learning outcome goal of 90% successful. It was more difficult to evaluate this learning outcome with internet students. One third of the class of 18 students were successful, one third had no data available, and one third were unsuccessful.

Planned Improvement as an Outcome Result

Since this topic is "make or break" for chemistry, the chemistry department had instituted a very high goal for this learning outcome. It may be impossible to achieve success for a goal that high. Since this topic is covered earl-on and then assumed, perhaps it should be formally revisited later in the courses.

Planned Distance Learning Improvement as an Outcome Result

Some method of achieving a higher rate of evaluation on the internet students should be achieved. It should be possible to evaluate more than two-thirds of the students.

Chemistry Education

Plan Period: FY08

Outcome ID#: 1273

Outcome Description

Organic Chemistry students will demonstrate the ability to apply the basic organic chemical reaction mechanisms they have learned in order to outline all steps necessary to synthesize certain complex molecules from simple molecules.

Outcome Strategy

Lecture, classroom discussions, and problem sessions will present a wide variety of the most important Organic Chemistry reaction mechanisms. The following steps will be taken:

1. The types of synthesis problems given on unit tests will be reviewed and synthesis practice sessions will be used as a part of the class until students are able to successfully do the type of synthesis for which they are responsible on each unit.
2. As new course material and mechanisms are covered synthesis exercises will be done immediately instead of waiting until the end of the unit.
3. A few short tests will be used to measure students' ability to synthesize as new material is introduced.

Outcome Method

Students will demonstrate on a written test that they know and can apply the various mechanisms. They will be asked "Outline all steps in a possible laboratory synthesis of each of the following complex compounds from small alcohols of four carbons or less." They will be given a list of 15 to 20 compounds to synthesize using several different mechanisms for each compound. The above 3 steps were successfully implemented in 2006-2007 and our assessment goal has increased for 2007-2008 to 80% correct for a student to be deemed successful.

Outcome Criterion

80% of the students will demonstrate mastery by correctly describing the detailed synthesis steps with the correct reagents needed for a minimum of 80% of the problems. Organic Chemistry instructors will report students' scores to the Division Chairperson for Mathematics & Science. This assessment will be done late in the second semester of the course in order to compare the results with last year's results.

Strategic Plan Relationship

As noted above the students will learn active engagement skills while learning about the physical universe and while using and learning critical thinking skills in these complex problems.

Outcome Results

Seven students, from 3 sections of Organic Chemistry, representing both TVCC campuses where Chem 2423 is taught, were tested. Only 3 students were successful at the 80% correct criteria set for this year. 42.9% is a long way below the 80% successful set as a goal. However, the average score was 75% correct and 75% of the classes scored above 70%.

	succ	Wnd	Fnd	nd	uns	tot	% succ
Fall '07							
Peek 2423.0132	1		3	4	25		
Dungan 2425.0771	1	4	1	6	50		

Spring '08

Peek.2425.0121 1 3 4 25

totals 3 0 0 0 7 14 42.9

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

The test given this year was significantly more difficult than the test given last year. In order to get valid comparisons from year to year the exact same test should be given and graded according to the same standards. A better, more complete test was given this year which will be exactly duplicated in 2008-2009 in order to get a more controlled experiment. The same steps will be taken next year and the results should be able to be compared more accurately.

Planned Distance Learning Improvement as an Outcome Result

NA

Chemistry Education

Plan Period: FY08

Outcome ID#: 1274

Outcome Description

Using animated and interactive models found on the internet, students in General Chemistry will demonstrate their understanding of how the Rutherford Experiment was designed and used to describe the nuclear atom.

Outcome Strategy

Students in General Chemistry will be assigned to find one or more interactive models on the internet that demonstrate the Rutherford Scattering Experiment. They then will be asked to interpret the material as they answer questions covering objective 31 in the TVCC Chemistry 1411 syllabus concerning the Rutherford Scattering Experiment. This report will be turned in as a homework assignment. Any instructor lecture on this topic will come after all students are required to have turned in their report.

Outcome Method

All General Chemistry students will be graded on the assignment. They will be assessed on their understanding of the Rutherford Scattering Experiment and on their understanding of atomic structure as required under objective 31 in the TVCC Chemistry 1411 syllabus. A further assessment will be made by including at least 1 question concerning this objective on a multiple-choice test given at the end of the unit. Individual students will be deemed successful if they achieve at least 70% on their report and if they answer the question(s) correctly at the same level (70%). Instructors will report their students' scores on this objective to the Division Chairperson for Mathematics & Science.

Outcome Criterion

A minimum of 70% of a sampling of General Chemistry students (chosen from all campuses of TVCC which offer General Chemistry) will be rated successful by their instructors.

Strategic Plan Relationship

Students will use the internet to access information on our physical universe and will use and learn critical thinking skills to make their reports and compare the models they find.

Outcome Results

63 students, from 3 sections of General Chemistry, representing two of three campuses of TVCC where General Chemistry is offered. Overall, only 46.0% of students were successful at the 70% correct criteria set for this learning outcome. However the results were varied with one class having a very low success rate, one having a very high success rate and one having a good success rate but a very high drop rate. Also, the General Chemistry instructor from the Terrell campus did not report any results.

	succ	Wnd	Fnd	nd	unsuc	total	% succ	
Peek.0130 and	.0131	10	6	12	32	48	23.8	
Dungan.0769		10	1	2	13	83.3		
Dungan.0770 *		9	7	1	1	18	100	
Mahdavi.1005								
Totals		29	14	1	12	34	79	46.0

* denotes an internet class

Outcome Distance Learning Results

The one internet General Chemistry class showed a good success rate (100%). However, the high drop out rate for this section, leaves the result in question. The course had 9 students successful on this outcome, 7 W's, 1 F, and 1 with no data. Of those tested on this outcome, 100% were successful. Since this learning outcome was designed to cause students to use the internet to help them understand the Rutherford Experiment, it should be a good measure of these students' learning.

Planned Improvement as an Outcome Result

Students used to being given all the information in a handout, a lecture, and a review did not do very well at researching the topic on the internet. They need to be forced to do this more often.

Planned Distance Learning Improvement as an Outcome Result

Internet General Chemistry will be joined by Internet Introductory Chemistry. However, the Chemistry department (including the Division Chairperson) are split in their opinions about the efficacy of Internet General Chemistry. This experiment, designed to use the internet, showed higher success for an internet class. There remains the problem of a high drop out rate.

Chemistry Education

Plan Period: FY09

Outcome ID#: 5713

Outcome Description

Organic chemistry students will demonstrate the ability to apply the basic organic chemical reaction mechanisms they have learned in order to outline all steps necessary to synthesize certain complex molecules from simple molecules.

Outcome Strategy

Lecture, classroom discussions, and problem sessions will present a wide variety of the most important Organic Chemistry reaction mechanisms. The following steps will be taken:

1. The types of synthesis problems given on the test will be reviewed and synthesis practice sessions will be used as a part of the class until they are able to successfully do the type of synthesis given on this unit test.
2. As new course material and mechanisms are covered synthesis exercises will be done immediately instead of waiting until the end of the unit.
3. A few short tests will be used to measure their ability to synthesize as new material is introduced.
4. In order to get valid results from year to year the exact same test will be given and graded according to the exact standards. This was not done last year. A better, more complete test was given last year which will be exactly duplicated in 2008-2009 in order to get a more controlled experiment.

Outcome Method

Students will demonstrate on a written test that they know and can apply the various mechanisms. They will be asked to "Outline all steps in a possible laboratory synthesis of each of the following complex compounds from small alcohols of four carbons or less." They will be given a list of 23 compounds to synthesize using several different mechanisms for each compound.

Outcome Criterion

80% of the students will demonstrate mastery by correctly describing the detailed synthesis steps with the correct reagents needed for a minimum of 80% of the problems. Organic instructors will report student's scores to the Division Chairperson for Mathematics & Science. This assessment will be done late in the second semester of the course in order to compare the results with last year's test.

Strategic Plan Relationship

The Texas CORE Curriculum in natural science describes how this outcome relates to the Critical Thinking TVCC General Education Outcome. It requires students (quoting from the state standards): "1. To understand and apply methods and appropriate technology to the study of natural sciences. 2. To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analysis and interpretation both orally and in writing." The ability to combine and utilize the correct reaction mechanism in order to create complex molecules from simple ones is an excellent measurement of both scientific understanding and critical thinking.

Outcome Results

Four students in 1 section of Organic Chemistry were tested. Only the Athens campus offers Organic Chemistry (but it is the capstone course for our chemistry majors). 75% of the students were successful at correctly describing the synthesization of the organic chemicals. This did not meet the 80% successful criterion, but came

as close to it as is possible without 100% success in such a small group.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

The only change probably indicated is that an evaluation be done in the Fall semester in Organic Chemistry when the class size is larger. That was not appropriate for this Learning Outcome, since the students needed the full year to develop their skills, but some other Learning Outcome could be tested in the Fall semester.

Planned Distance Learning Improvement as an Outcome Result

NA

Chemistry Education

Plan Period: FY09

Outcome ID#: 5776

Outcome Description

General Chemistry students and Introductory Chemistry students will demonstrate the ability to use unit factors to convert English units into SI units and visa versa.

Outcome Strategy

These implementation steps are designed to reach the desired outcome objective using less class time for instruction, in order to be able to cover more material during the school year. A group learning lab will be used in which the students will help each other complete a practice test. The results for 2007-2008 indicated that the group learning process did not produce as higher success rate as the 2006-2007 year's method of individual pretests. However this was not a perfectly controlled experiment as the questions used in the 2007-2008 test were not exactly the same as those used in 2006-2007. The experiment will be run again this year using the same questions used in the 2006-2007 test in order to have a more controlled experiment.

Outcome Method

An essay or multiple choice unit test containing at least 8 specific unit factor questions will be administered at the end of the unit. Students will demonstrate that they have mastered the topic by successfully earning at least 90% of the points allotted to this topic. Instructors will report Chemistry students' percent correct on this topic to the Division Chairperson for Mathematics & Science.

Outcome Criterion

At least 90% of a sample of Chemistry students (chosen from all campuses of TVCC which offer General or Introductory Chemistry) will demonstrate mastery of the topic by successfully earning at least 70% of the points allotted to this topic on the unit test.

Strategic Plan Relationship

The ability to convert units is a basic skill that is necessary to work with chemical concepts. The ability to combine conversion steps and to complete the calculations necessary relates to TVCC's General Education Outcomes of Critical Thinking and Mathematics.

Outcome Results

143 students from 8 sections representing the Athens and Palestine campuses were evaluated. There were 206 students in these sections, but 63 did not complete the evaluation (W before Final Exam or didn't take the Final Exam for another reason). 83.2% were successful at achieving 70% correct. There was an error above in the Assessment Method description, but it was correctly stated in the Criterion description. The correct expected outcome was that we sought to reach a goal of 90% of the students achieving 70% correct. We did not reach this goal, but it was very high. It was set so high because of the high importance of this Learning Outcome. The results were fairly good though the goal was not reached.

Outcome Distance Learning Results

One distance learning section of Introductory Chemistry was evaluated. The success rate there was 85.3%. This is higher than the overall success rate, but the W & F rate was also higher (39.3% versus 25.3%). Still, this indicates that internet students can achieve a good success rate.

Planned Improvement as an Outcome Result

The results do not indicate a need for change, although we did not reach the goal. Instead the results indicate that the goal was very high.

Planned Distance Learning Improvement as an Outcome Result

No changes are indicated.

Chemistry Education

Plan Period: FY09

Outcome ID#: 5777

Outcome Description

Organic chemistry students will demonstrate the ability to make higher grades on a test after experiencing a group learning process in which the students are given a practice test to work as a group. A regular individual test will then be administered and the results will be compared to the average grade made on the other tests given without the group learning experience.

Outcome Strategy

Three to four tests (excluding the final) are usually given during the Fall Semester. The following steps will be taken:

1. The second test will be chosen for this experiment. The regular lecture classroom discussion and problem sessions will be carried out to cover the material needed in order to prepare for this second test of the semester.
2. A practice test consisting of problems directly covered by the specific objectives will be given to the students during a laboratory session a few days preceding the individual test. The students will work in small groups helping each other complete the test. They will have full access to blackboards and reference materials.
3. A regular individual test will then be administered.
4. The average results will then be compared to the other two test results in which the lab learning process was not used.

Outcome Method

Students will demonstrate on a written test that they will make a higher grade by the group learning process if the group learning process is beneficial.

Outcome Criterion

80% of the students will demonstrate that they will make a higher grade than their average grade on the other two tests. In addition the average grade for all the students will be at a minimum of 10% higher. Organic Chemistry instructors will report student's scores to the Division Chairperson for Mathematics & Science.

Strategic Plan Relationship

The Texas CORE Curriculum in natural science describes how this outcome relates to the Critical Thinking TVCC General Education Outcome. It requires students (quoting from the state standards): "1. To understand and apply methods and appropriate technology to the study of natural sciences. 2. To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analysis and interpretation both orally and in writing."

This outcome also clearly promotes student engagement, as noted above, and it requires knowledge of the physical world.

Outcome Results

11 students from our only section of Organic Chemistry were evaluated. Goal A was to have 80% of the students score higher on a test after their group learning experience than on all their other tests averaged. The success rate was only 42.9%. We did not reach this goal. Goal B was to have the entire class's average on the test following the group learning experience be at least 10% higher than the class's average on all other tests. This also

was not achieved. The class average on the test after group learning was actually lower than the class average on all other tests.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

This type experiment might get better results in General Chemistry and more students would be in the experiment. Also, we probably should only have 1 Learning Outcome restricted to so small a group of students.

Planned Distance Learning Improvement as an Outcome Result

NA

Chemistry Education

Plan Period: FY10

Outcome ID#: 6027

Outcome Description

Organic chemistry students will demonstrate the ability to apply the basic organic chemical reaction mechanisms they have learned in order to outline all steps necessary to synthesize certain complex molecules from simple molecules.

Outcome Strategy

Lecture, classroom discussions, and problem sessions will present a wide variety of the most important Organic Chemistry reaction mechanisms. The following steps will be taken :

1. The types of synthesis problems given on the test will be reviewed and synthesis practice sessions will be used as a part of the class until they are able to successfully do the type of synthesis given on this unit test.
2. As new course material and mechanisms are covered synthesis exercises will be done immediately instead of waiting until the end of the unit.
3. A few short tests will be used to measure their ability to synthesize as new material is introduced.
4. In order to get valid results from year to year the exact same test will be given and graded according to the exact standards. This was not done last year. A better more complete test was given last year which will be exactly duplicated in 2008-2009 in order to get a more controlled experiment.

Outcome Method

Students will demonstrate on a written test that they know and can apply the various mechanisms. They will be asked to "Outline all steps in a possible laboratory synthesis of each of the following complex compounds from small alcohols of four carbons or less." They will be given a list of 17- 23 compounds to synthesize using several different mechanisms for each compound.

Outcome Criterion

80% of the students will demonstrate mastery by correctly describing the detailed synthesis steps with the correct reagents needed for a minimum of 80% of the problems. Organic instructors will report student's scores to the Division Chairperson for Mathematics & Science. This assessment will be done late in the second semester of the course in order to compare the results with last year's test

Strategic Plan Relationship

The Texas CORE Curriculum in natural science describes how this outcome relates to the Critical Thinking TVCC General Education Outcome. It requires students (quoting from the state standards): "1. To understand and apply methods and appropriate technology to the study of natural sciences. 2. To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analysis and interpretation both orally and in writing." The ability to combine and utilize the correct reaction mechanism in order to create complex molecules from simple is an excellent measurement of both scientific understanding and critical thinking.

Outcome Results

7 students from 1 Organic Chemistry section (only 1 section was offered in Spring 2010) were surveyed. 50% of

students tested were successful at achieving at least 80% correct. We did not meet the 80% successful goal.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

50% of students tested also scored at least 90% correct. The small number of students enrolled in the only Organic Chemistry section offered each semester makes it difficult to value the results. However, chemistry faculty have felt that since Organic Chemistry is the top level course offered for Chemistry majors, they wanted to evaluate their progress. Chemistry faculty will probably want to continue to evaluate this elite group of students, even though the Division Chairperson thinks that they should evaluate more learning outcomes from General Chemistry.

Planned Distance Learning Improvement as an Outcome Result

NA

Chemistry Education

Plan Period: FY10

Outcome ID#: 6028

Outcome Description

General chemistry students will demonstrate the ability make higher grades on a test after experiencing a group learning process in which the students are given a practice test to work as a group. A regular individual test will then be administered and the results will be compared to the average grade made on the other tests given without the group learning experience.

Outcome Strategy

Three to four tests excluding the final are usually given during the first semester. The following steps will be taken

1. The second test will be chosen for this experiment. The regular lecture classroom discussion and problem sessions will be carried out to cover the material needed in order to prepare for this second test of the semester.
- 2 A practice test consisting of problems directly covered by the specific objectives will be given to the students during a laboratory session a few days preceding the individual test. The students will work in small groups helping each other complete the test. They will have full access to blackboards and reference materials.
3. The real test will then be given which covers the same objectives as the practice test at a later date. The average results of this test will then be compared to the other two tests results in which the lab learning process was not used.

Outcome Method

Students will demonstrate on a written test that they will make a higher grade by the group learning process if the group learning process is beneficial.

Outcome Criterion

80% of the students will demonstrate that they will make higher grade than their average grade on the other two tests. In addition the average grade for all the students will be at a minimum 10% higher. General Chemistry instructors will report student's scores to the Division Chairperson for Mathematics & Science.

Strategic Plan Relationship

The Texas CORE Curriculum in natural science describes how this outcome relates to the Critical Thinking TVCC General Education Outcome. It requires students (quoting from the state standards): "1. To understand and apply methods and appropriate technology to the study of natural sciences. 2. To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analysis and interpretation both orally and in writing." The ability to combine and utilize the correct reaction mechanism in order to create complex molecules from simple is an excellent measurement of both scientific understanding and critical thinking.

Outcome Results

95 students from 3 sections, representing the Athens and Palestine campuses of TVCC were surveyed. 71.8% of the students tested were successful in scoring 10% higher after group work than their average on other tests administered during the semester. The 80% successful goal was not met. The Division Chairperson feels that useful results may have been obtained, since the premise that working in groups should have improved student understanding was found to be accurate, but not to the expected level. The Terrell campus did not participate.

Outcome Distance Learning Results

Distance Learning sections of General Chemistry were not reported. It would have been very difficult to let the students work in groups in those sections. No comparison can be drawn.

Planned Improvement as an Outcome Result

This may have been more of an educational experiment than a learning outcome. We do need participation from all campuses to draw relevant conclusions, but group work should perhaps be increased.

Planned Distance Learning Improvement as an Outcome Result

Probably, learning outcomes which can be applied to distance learning sections of General Chemistry should be chosen.

Chemistry Education

Plan Period: FY10

Outcome ID#: 6029

Outcome Description

Organic chemistry students will demonstrate the ability make higher grades on a test after experiencing group learning process in which the students are given a practice test to work as a group. A regular individual test will then be administered and the results will be compared to the average grade made on the other tests given without the group learning experience.

Outcome Strategy

Three to four tests excluding the final are usually given during the first semester. The following steps will be taken

1. The second test will be chosen for this experiment. The regular lecture classroom discussion and problem sessions will be carried out to cover the material needed in order to prepare for this second test of the semester.
2. A practice test consisting of problems directly covered by the specific objectives will be given to the students during a laboratory session a few days preceding the individual test. The students will work in small groups helping each other complete the test. They will have full access to blackboards and reference materials.
3. The real test will then be given which covers the same objectives as the practice test at a later date. The average results of this test will then be compared to the other two tests results in which the lab learning process was not used

Outcome Method

Students will demonstrate on a written test that they will make a higher grade by the group learning process - if the group learning process is beneficial.

Outcome Criterion

80% of the students will demonstrate that they will make higher grade than their average grade on the other two tests. In addition the average grade for all the students will be at a minimum 10% higher. Organic instructors will report student's scores to the Division Chairperson for Mathematics & Science.

Strategic Plan Relationship

The Texas CORE Curriculum in natural science describes how this outcome relates to the Critical Thinking TVCC General Education Outcome. It requires students (quoting from the state standards): "1. To understand and apply methods and appropriate technology to the study of natural sciences. 2. To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analysis and interpretation both orally and in writing." The ability to combine and utilize the correct reaction mechanism in order to create complex molecules from simple is an excellent measurement of both scientific understanding and critical thinking.

Outcome Results

8 students from 1 section of Organic Chemistry on the Athens campus were surveyed. 66.7% of students tested were successful at scoring at least 10% higher on a test after group work than their average on other unit tests. We did not achieve the 80% success rate of the goal.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Group work seems like a good idea even with the elite students of Organic Chemistry. However, the small number of students involved and the similarity of this learning outcome to Learning Outcome 2, leaves the Division Chairperson feeling that a learning outcome involving General Chemistry students or Intro Chemistry students would be more useful.

Planned Distance Learning Improvement as an Outcome Result

NA

Chemistry Education

Plan Period: FY11

Outcome ID#: 6405

Outcome Description

Organic chemistry students will demonstrate the ability to apply the basic organic chemical reaction mechanisms they have learned in order to outline all steps necessary to synthesize certain complex molecules from simple molecules.

Outcome Strategy

Lecture, classroom discussions, and problem solving sessions will present a wide variety of the most important Organic Chemistry reaction mechanisms. The following steps will be taken:

1. The types of synthesis problems given on the test will be reviewed and synthesis practice sessions will be used as a part of the class until they are able to successfully do the type of synthesis given on this unit test.
2. As new course material and mechanisms are covered synthesis exercises will be done immediately instead of waiting until the end of the unit.
3. An increased number of short tests will be used to increase skills and measure students' ability to synthesize as new materials are introduced.
4. In order to get valid results from year to year the exact same test will be given and graded according to the exact standards. This was not done last year. A better, more complete test was given last year, which will be exactly duplicated this year in order to get a more controlled experiment.

Outcome Method

Students will demonstrate on a written test that they know and can apply the various mechanisms. They will be asked to "Outline all steps in a possible laboratory synthesis of each of the following complex compounds from simpler compounds." They will be given lists of 11 - 17 compounds to synthesize using several different mechanisms for each compound.

Outcome Criterion

80% of the students will demonstrate mastery by correctly describing the detailed synthesis steps with the correct reagents needed for a minimum of 80% of the problems. Organic instructors will report students' scores to the Division Chairperson of Mathematics and Science. This assessment will be done late in the second semester of the course in order to compare the results with last year's test.

Strategic Plan Relationship

Students will obviously be learning about the physical universe.

Students will have to learn to choose correct methods and mechanisms in a complex series of steps for each compound.

The Texas CORE Curriculum in natural science describes how this outcome relates to the Critical Thinking TVCC General Education Outcome. It requires students (quoting from the state standards): "1. To understand and apply methods and appropriate technology to the study of natural sciences. 2. To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analysis and interpretation both orally and in writing." The ability to combine and utilize the correct reaction mechanism in order to create complex molecules from simple is an excellent measurement of both scientific understanding and critical thinking.

Outcome Results

Only 57% of Organic Chemistry students were successful on the evaluation of this outcome.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

We need to repeat the evaluation of this learning outcome several years. While the Organic Chemistry class has many great students, they are not achieving this goal by the time of evaluation. Perhaps last year's class was an exception, but if not, then something's wrong.

Planned Distance Learning Improvement as an Outcome Result

NA

Chemistry Education

Plan Period: FY11

Outcome ID#: 6406

Outcome Description

General chemistry students will demonstrate the ability to make higher grades on a test after experiencing group learning processes in which the students are given a practice test to work as a group. A regular individual test will then be administered and the results will be compared to the average grade made on the other unit tests given without the group learning experience.

Outcome Strategy

Three to four tests, excluding the final exam, are usually given during the first semester. The following steps will be taken:

1. This year the first test will be chosen for this experiment. The regular lecture classroom discussion and problem solving sessions will be carried out to cover the material needed in order to prepare for this first test of the semester.
2. A practice test consisting of problems directly covered by the specific objectives will be given to the students during a laboratory session a few days preceding the individual test. The students will work in small groups helping each other complete the practice test. They will have full access to blackboards and reference materials.
3. The real test will then be given, which covers the same objectives as the practice test. The average results of this test will later be compared to the average scores of students on the other two unit tests where no group learning practice test will be used.

There were two large variables with the study. The difficulty of each test is not the same and the small sample of the population data was not sufficient for a reasonable level of confidence. There need to be more tests done with more people involved. In this leap trial a different test will be used (test 1, and of course, a different population will be tested. If the data gives the same results after these repeated trials (over several years) then the results would be more reliable.

Outcome Method

Students will demonstrate on a written test that they will make a higher grade after group learning.

Outcome Criterion

80% of students tested will demonstrate that they will make a higher grade after group learning than their average grade on the other two tests. In addition, the average grade for all the students will be at a minimum 10% higher after group learning than the group average on the other two tests. General Chemistry instructors will report student's scores to the Division Chairperson for Mathematics and Science.

Strategic Plan Relationship

Students are (quoting from the state standards for Texas CORE Curriculum in natural science) learning to "understand and apply methods and appropriate technology to the study of natural sciences".

Outcome Results

122 students from 5 sections of Chem 1405 and Chem 1411 were evaluated. 21 more students from the Athens campus did not complete both tests and so were excluded from the data analysis. All the Palestine campus

chemistry students were excluded because their instructor wanted to give practice tests on all units and felt that this was an important part of his instruction which should not be compromised.

Only 47% of students evaluated improved their scores after the group learning exercise. Familiarity with the types of questions alone should have improved more scores.

As Division Chairperson, I believe that the use of the first unit and first test as an evaluation vehicle was the problem. Students are testing out the stiffness and vulnerability of instructors and courses on the first unit. They don't listen as well or learn as actively on the first test. They are not ready to try ways to improve their scores since they hope that they will "do ok" anyway. This experiment would have been better tested on a later unit.

Outcome Distance Learning Results

No Distance Learning students were evaluated since our only Distance Learning chemistry instructor did not feel that he could compromise his teaching methods to evaluate this learning outcome.

Planned Improvement as an Outcome Result

Because our results were not returned or evaluated or reported before new learning outcomes were chosen, and because the instructor who felt strongly opposed to changing his instruction in order to test this hypothesis left before the department meeting, this learning outcome was adopted for next year without change. One change that is clearly apparent is the need for a learning outcome to be adopted which all instructors would agree to test. Another change would be to report outcomes in time for analysis before adopting new outcomes. Finally, this learning outcome might need to be moved to a unit later in the semester.

Planned Distance Learning Improvement as an Outcome Result

NA

Chemistry Education

Plan Period: FY11

Outcome ID#: 6407

Outcome Description

Organic chemistry students will demonstrate the ability to make higher grades on a test after experiencing group learning processes in which the students are given a practice test to work as a group. A regular individual test will then be administered and the results will be compared to the average grade made on the other unit tests given without the group learning experience.

Outcome Strategy

Three to four tests, excluding the final exam, are usually given during the first semester. The following steps will be taken:

1. This year the first test will be chosen for this experiment. The regular lecture, classroom discussion and problem solving sessions will be carried out to cover the material needed in order to prepare for this first test of the semester.
2. A practice test consisting of problems directly covered by the specific objectives will be given to the students during a laboratory session a few days preceding the individual test. The students will work in small groups helping each other complete the practice test. They will have full access to blackboards and reference materials.
3. The real test will then be given, which covers the same objectives as the practice test. The average results of this test will later be compared to the average scores of students on the other two unit tests where no group learning practice test will be used.

Outcome Method

Students will demonstrate on a written test that they will make a higher grade after group learning.

Outcome Criterion

80% of the students will demonstrate that they will make a higher grade after group learning than their average of the other two tests. In addition the average grade for all the students will be at a minimum 10% higher. Organic Chemistry instructors will report students' scores to the Division Chairperson for Mathematics and Science.

Strategic Plan Relationship

Students are studying both the physical universe (chemistry) and living systems (organic molecules).

Outcome Results

7 students in one Organic Chemistry class were evaluated. 86% were successful - 86% improving their scores after group learning. More advanced students - with more at stake - were helped by having them work together.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Larger numbers of students should be evaluated before a conclusion should be drawn. This learning outcome will be evaluated next year as well.

Planned Distance Learning Improvement as an Outcome Result

NA

Communications Education

Plan Period: FY06

Outcome ID#: 562

Outcome Description

Journalism students should be able to write news stories reflecting Associated Press standard of writing and answering the basic questions of who/what/where/when/why & how for each story.

Outcome Strategy

Journalism students have three options for generating stories for our bi-weekly campus newspaper: Story list for each issue; Individual assignments by editors/advisers; reporter initiative

Outcome Method

Each story generated by journalism students is submitted by adviser for editing and each story results in an individual assessment of style, content and appropriateness with the reporter. Each journalism student has several meetings with advisor to assess ability of student to accomplish necessary objective.

Outcome Criterion

Each story generated by journalism students is submitted to adviser for editing and each story results in an individual assessment of style, content and appropriateness with the reporter. Each journalism student has several meetings with advisor to assess ability of student to accomplish necessary objective.

Strategic Plan Relationship

Oral Communication: To be successful, a journalism student must be proficient in conversing with people he contacts.

Computer Literacy: Journalism students need to be able to write the story, save it to a main frame and eventually place stories on a news page that is on the computer screen. Digital photo students must use a computer to produce pictures.

Written Communication: Constructing grammatically sound, declarative sentences in paramount to a journalist's success.

Critical Thinking: Journalism students will be faced with many worldly issues that have multiple facets. He must judge all these things in the light of truth and news value.

Reading Comprehension: The journalist is constantly faced with written information that must be understood.

Outcome Results

Journalism students won 12 journalism awards at the Texas Intercollegiate Press Association (TIPA) convention in San Antonio. TIPA involves every 2-year and 4 year institution in Texas. By winning these awards, our students' abilities are good as any other program.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

More time is going to be devoted to the issue of expanding the knowledge of media experience, i.e., exposing students to situations such as team writing, interviewing subjects not associated with this school.

Planned Distance Learning Improvement as an Outcome Result

NA

Communications Education

Plan Period: FY06

Outcome ID#: 564

Outcome Description

Freshman journalism students will produce at semester's end a String Book of at least 20-column-inches.
Sophomore journalism students will produce at semester's end a String Book of at least 40 column-inches.

Outcome Strategy

In addition to the sources of stories, students are constantly reminded of the importance of a String Book to the ultimate success of becoming a professional journalist.

Outcome Method

The String Book shows a published stories each semester produced a journalism student each semester. It is assessed on whether it will show and adviser of a university newspaper or professional publisher/editor the student has the ability and initiative to produce profession Associated Press-standard news stories.

Outcome Criterion

50-60% of first semester journalism students will accomplish this outcome.

Strategic Plan Relationship

Oral Communication: To be successful, a journalism student must be proficient in conversing with people he contacts.

Computer Literacy: Journalism students need to be able to write the story, save it to a main frame and eventually place stories on a news page that is on the computer screen. Digital photo students must use a computer to produce pictures.

Written Communication: Constructing grammatically sound, declarative sentences in paramount to a journalist's success.

Critical Thinking: Journalism students will be faced with many worldly issues that have multiple facets. He must judge all these things in the light of truth and news value.

Reading Comprehension: The journalist is constantly faced with written information that must be understood.

Outcome Results

50% of freshman journalists accomplished this goal and 50% dropped the course.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

More emphasis will be placed on the importance of a free media in our society and the responsibilities that go with it.

Planned Distance Learning Improvement as an Outcome Result

NA

Communications Education

Plan Period: FY06

Outcome ID#: 566

Outcome Description

Photo 1 students should demonstrate their ability to take a roll of film into the darkroom, process it and produce quality prints.

Outcome Strategy

Through classroom lecture, testing, and the presentation of darkroom techniques and equipment, the student is introduced to the skills needed to accomplish this outcome.

Outcome Method

Classroom tests and the production of seven basic photographs plus participation in a semester-ending judged photo show are proof that the students has achieved this goal.

Outcome Criterion

95% of Photo 1 students will be able to perform at this level.

Strategic Plan Relationship

Oral Communication: To be successful, a photo student must be able to understand the meaning of certain skills offered by the spoken word.

Computer Literacy: Photo 1 students must be able to comprehend the detailed instruction involved in dealing with developing a roll of film.

Written Communication: Photo 1 students must be able to comprehend the detailed instruction involved in dealing with developing a roll of film.

Critical Thinking: Photo 1 students should be able to look into the view finder of a camera frame and arrange, eliminate, or include the many items seen to produce a pleasant, uncomplicated photo.

Reading Comprehension: The Photo 1 student is faced with many written detailed involved in understanding the tolls to produce a quality photograph.

Outcome Results

This year 90 percent of photo 1 was successful of accomplishing the outcome. This percentage reflects the success rate of those who finished the course. Six students dropped the course, mainly because of life's situation changes.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

A concerted effort was made in showing Photo 1 examples of quality photo results and examples of (a.) careless

work, (b.) examples of poor contrast & density and detailed explanation of reasons for the substandard product & ways of preventing this type of photo.

Planned Distance Learning Improvement as an Outcome Result

NA

Communications Education

Plan Period: FY06

Outcome ID#: 567

Outcome Description

In Photo 11 students will take the basic tools learned in Photo 1 and will concentrate on elements of photo composition and contrast. They also will get an introduction into digital photography.

Outcome Strategy

Photo 11 students will study, in-depth, the effects of light on a photograph. Also they will study the six guidelines of good photo composition. This will be accomplished through the textbook, via video and through lecture and testing.

Outcome Method

Photo 11 students will have an assigned number of prints to be produced for class folders throughout the semester. Each photo will be critiqued by the instructor on the criteria of composition and contrast. At semester end, the student will participate in a judged photo show.

Outcome Criterion

95% of Photo 11 students will perform at a level to accomplish this outcome.

Strategic Plan Relationship

Oral Communication: To be successful , a photo student must be capable to understanding the information that is spoken about the necessary information concerning quality photographs.

Computer Literacy: Photo 11 students will have necessary computer skills to work with photos placed on a computer program for editing.

Written Communication: Written tests and assignments will be a significant part of class.

Critical Thinking: The Photographer will be capable of seeing through the view finder of a camera how elements can be deleted, included, and moved in order to have the best possible picture.

Reading Comprehension: The photographer must understand written instruction about how a camera works; what a camera is capable of doing; and how best to accomplish good composition of the scene being photographed.

Outcome Results

Photo 11 had an unusual number of drops due to life's challenges; therefore, success rate of 65%. Of those who remained the success rate was 100%. For the first time, students could submit assigned photos digitally.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Photo 11 will progress into the digital age. More and more information will be provided about digital cameras and the programs used to produce pictures in this venue.

Planned Distance Learning Improvement as an Outcome Result

NA

Communications Education

Plan Period: FY07

Outcome ID#: 569

Outcome Description

Journalism students should be able to write news stories reflecting Associated Press standards of writing and answering the basic questions of who/what/why/when/where & how for each story.

Journalism students should acquire the knowledge of computer-page building using the industry-standard Quark program.

Outcome Strategy

Journalism students will have three opportunities to write journalistic stories for our bi-weekly newspaper, including a story list for each issue, individual assignments by editors/advisers and reporter initiative.

Each student's story produces several meetings between student and faculty explaining how the story should reflect who/what/where/when/why/how and also how Associated Press writing standards apply to the story.

Each semester students will accomplish this goal through interaction with the adviser, lecture, testing and class writing assignments.

Journalism students will gain knowledge of the Quark program through hands-on in the lab and in the production of our campus newspaper.

Outcome Method

These multiple student/adviser meetings will allow the adviser to observe the ability and growth in using AP writing style, copy preparation, and clear, objective, information communication.

Freshmen and sophomore students must produce a String Book reflecting the stories they have produced for publication. Freshman must produce 20 published inches in our newspaper. Sophomores must produce 40 published inches.

The String Book will be graded on the number of published inches and the presentable nature of the String Book. This book is vital to the student as he presents himself to a four-year institution's newspaper adviser or presents it to a professional editor/publisher.

Students will accomplish this goal through lecture, testing class, writing assignments and hands-on work at building our newspaper's pages through Quark Express.

Outcome Criterion

50%-60% of first semester journalism students will accomplish the desired outcome.

Strategic Plan Relationship

Oral Communication: To be successful, a journalism student must be proficient in conversing with people he contacts.

Computer Literacy: Journalism students need to be able to write the story, save it to a main frame and eventually place stories on a news page that is on the computer screen. Digital photo students must use a computer to produce pictures.

Written Communication: Constructing grammatically sound, declarative sentences is paramount to a journalist's success.

Critical Thinking: Journalism students will be faced with many worldly issues that have multiple facets. He must judge all these things in the light of the truth and news value.

Reading Comprehension: The journalist is constantly faced with written information that must be understood.

Outcome Results

Fifty percent of the freshmen journalism students produced a string book showing more than 20 published inches in the TVCC News Journal, and 100% of sophomores produced more than 40 published inches.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

A more thorough effort on the part of the instructor will be given to teaching the correct news writing style of the Associated Press; that is, creating concise sentences and paragraphs with emphasis on things of news value to the readers. Also, more time will be devoted to page building using Quark publication software.

Planned Distance Learning Improvement as an Outcome Result

NA

Communications Education

Plan Period: FY07

Outcome ID#: 570

Outcome Description

Photo 1 students will have the ability to look through the camera viewfinder and apply a basic understanding of photo composition and will understand how to produce a picture with good contrast and density.

Also students will be able to make quality prints in the darkroom.

Outcome Strategy

Through classroom lecture, testing and the presentation of darkroom techniques and equipment, students are introduced to abilities needed to accomplish this outcome.

Students are constantly encouraged to apply knowledge gained by using our photo lab which is available to them every hour of each school day.

Outcome Method

Classroom tests and production of seven basic photographs are mandatory for class. Each of the basic photos are graded and critiqued as they are turned into their folders.

Also Photo 1 students must produce five mounted 8x10 pictures for a judged photo show at semester end. These photo show prints are critiqued by the teacher using a holistic approach.

Outcome Criterion

85%-90% of Photo 1 students will accomplish this outcome.

Strategic Plan Relationship

Oral Communication: To be successful, photo student must be able to understand the meaning of certain skills offered by the spoken word.

Written Communication: Photo 1 students must be able to comprehend the detailed instruction involved in dealing with developing a roll of film.

Critical Thinking: Photo 1 students should be able to look into the view finder of a camera frame and arrange, eliminate, or include the many items seen to produce a pleasant, uncomplicated photo.

Reading Comprehension: The Photo 1 student is faced with many written details involved in understanding the tools to produce a quality photograph.

Outcome Results

Almost 90% of journalism students participated in the final project (photo show) with all showing knowledge of darkroom procedures in the production of prints, creating prints with good contrast and density and acceptable application of composition guidelines.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

In the future, more time will be devoted to hands-on darkroom work by allowing students to practice darkroom procedures earlier in the semester.

Planned Distance Learning Improvement as an Outcome Result

NA

Communications Education

Plan Period: FY07

Outcome ID#: 571

Outcome Description

Photo 2 students will know and understand the elements of good photo composition, how light affects a photograph and how light affect the final product.

Also Photo 2 students will gain knowledge in digital photography from how the digital camera operates to the computer programs needed to produce the final product.

Outcome Strategy

In addition to classroom lectures/tests, Photo 2 students must produce assigned class prints. These assignments are not simple point and click photos. Each student presents his class print to the entire class giving the objective of the shot, how it was accomplished, and classroom members are encouraged to assess the presenter's product.

Outcome Method

Photo 2 students will have an assigned number of class photos to be produced for class folders. Each photo will be critiqued by the instructor and discussed with the student.

The students will produce 10 8x10 prints for the judged photo show at semester end.

These presentations are critiqued by the teacher using a holistic approach.

Outcome Criterion

85%-90% will perform at a level to accomplish this goal.

Strategic Plan Relationship

Oral Communication: To be successful, a photo student must be capable to understanding the information that is spoken about the necessary information concerning quality photographs.

Computer Literacy: Photo 11 students will have necessary computer skills to work with photos placed on a computer program for editing.

Written Communication: Written tests and assignments will be significant part of class.

Critical Thinking: The photographer will be capable of seeing through the vie finder of a camera how elements can be deleted, included, and moved in order to have the best possible picture.

Reading Comprehension: The photographer must understand written instruction about how a camera works; what a camera is capable of doing; and how best to accomplish good composition of the scene being photographed.

Outcome Results

Ninety percent of Photo 2 students met and exceeded learning outcomes of this LEAP. The semester-ending photo show for these students produced the best quality pictures of any class in years. Their pictures were proof

that they learned how to use a digital camera and edit their photos using photo software, producing quality prints.

Part of this success is attributed to the quality of the students; part is attributed to the interaction of students with each other in the class presentation where students critiqued the photos taken by other students. Students had the opportunity to orally critique each other's photos, and the instructor graded each photo using a rubric based on picture quality and content. This interaction created a "bonding" that further increased the knowledge and confidence of the students.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Much more emphasis was placed on these class presentations this semester, and this activity will be utilized even more in the future since it seems to produce positive results.

Planned Distance Learning Improvement as an Outcome Result

NA

Communications Education

Plan Period: FY08

Outcome ID#: 1202

Outcome Description

Students in COMM 2311 and 2315 (News Gathering I and II) and COMM 2309 and 2310 (News Editing and Copying I and II) will be able to recognize and write news stories reflecting Associated Press (AP) standards of writing and Standard American English (SAE) grammar, mechanics, and spelling rules, and they should be able to answer the basic questions of who/what/why/when/where and how for every story. Additionally, students will publish their written works using Quark Express, an industry-standard software program.

Outcome Strategy

Students will be taught how to write to news writing standards through lectures, class writing assignments, and writing for the TVCC News Journal, a bi-weekly campus newspaper. Each student will have three opportunities to write a story for the TVCC News-Journal. Each student's story will be edited by the faculty sponsor of the newspaper, and students will be instructed in the use of Quark Express software and will write, edit, and publish their stories using this software.

Outcome Method

Tests and class assignments will reflect students' understanding and knowledge of the news writing process, writing standards, and use of Quark Express software program. Additionally, once a student has written a story for the TVCC News-Journal, there will be one-on-one discussion between the faculty sponsor and the student focusing on the readability and accuracy of the story and how well it reflects established SP and SAE writing standards.

Students must produce a String Book comprised of the stories they have published in the TVCC News-Journal. Students in COMM 2311 and COMM 2309 must produce 20 published inches; students in COMM 2315 and 2310 must produce 40 published inches.

Outcome Criterion

Sixty percent of students in COMM 2311 and 2309 will create a String Book using Quark Express with 20 published inches of stories that meet an acceptable level of competence according to AP and SAE standards, as determined by their faculty sponsor.

Strategic Plan Relationship

Students in COMM 2322, 2315, 2309, and 2310 must write effectively and accurately in order to be successful. They must research ideas, people, events, and concepts as they gather information for their news stories, and this research will generally be in the form of reading and evaluating a variety of printed materials. Additionally, these students will use a specific software program to write, edit, and publish their news stories.

Outcome Results

Based on the results provided, 90-93% of students enrolled in these courses met the criteria and earned an A, B or C in the respective course. TVCC journalism students do often win writing awards when they enter journalism contests at conventions, and the students may produce the number of articles required by the course objectives, but the quality of those articles is still in question based on the quality of the newspaper.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Clearer goals and standards will be required of the journalism instructor should help ensure that effective instruction and adequate supervision of journalism students, as well as assessment, are being provided to these students so that their progress can be specifically determined.

Planned Distance Learning Improvement as an Outcome Result

NA

Communications Education

Plan Period: FY08

Outcome ID#: 1204

Outcome Description

Students in COMM 1307 (Introduction to Mass Communication) will demonstrate an understanding of the history of mass media from its inception to present day and will engage in multiple oratory exercises where they share their discovery of the events that shaped the development of modern day mass media.

Outcome Strategy

Through lecture, class assignments, and outside reading students will learn the history of and development of newspapers, magazines, recordings, radio, television, and movies.

Outcome Method

Performance on tests and other assignments will be used to evaluate each student's understanding and knowledge of past and present mass media. Students, individually and in small groups, will conduct research of the history and development of mass media through the use of the Internet, periodicals, books, and recordings and will present their findings in written and oral formats. These written and oral reports will be assessed using rubrics based on research quality and quantity, oral presentation quality and content, and the collaborative performance in small group presentations.

Outcome Criterion

Eighty percent of students will be able to research and report both orally and in writing their understanding and knowledge of the history and development of mass communication by achieving an average competency level of 75 or higher.

Strategic Plan Relationship

Students in COMM 1307 will be required to read extensively in order to produce several written and oral reports. They will be required to research and then analyze, compile, and synthesize the information gathered and then put it in written report form.

Outcome Results

This course was taught to a small group of students, as it is a class we've only begun to offer. Of the ten students in the course, seven received a passing course grade (70% or higher), two failed, and one received an incomplete. Using this information, the criteria of the LEAP was not met. The instructor of the course noted that the students as a whole were "very weak in their knowledge of historical events, much less those events that impacted the development of mass communications." Much of class time had to be spent discussing general history before specific discussion of the impact of mass communication could take place; however, once the historical foundation was laid, the instructor reported that "[t]here were many lively discussions as [the students] came to understand how the development of mass communications figured into the historical events described."

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

First, it is clear that the assessment of the LEAP needs specificity. The course grade, in and of itself, is not an adequate criterion to assess success. The instructor noted that the next time he taught the course, he was going to require small group and individual presentations to get the students more engaged and involved in the course content. I will work with him to refine the criteria and focus the expectations of the LEAP.

Planned Distance Learning Improvement as an Outcome Result

NA

Communications Education

Plan Period: FY08

Outcome ID#: 5577

Outcome Description

Students in COMM 1319 (News Photography II) will be able to apply a basic understanding of photo composition, understand how light affects a photograph, and know how to set up and take a picture with a digital camera as well as manipulate a photograph using digital software.

Outcome Strategy

Lectures, demonstrations, and hands-on assignments will expose students to the knowledge and skill required to achieve a balanced and pleasing photograph with creativity and of high quality.

Outcome Method

Students will be required to produce a number of photographs that will be evaluated by the instructor for balance, aesthetics, creativity, and quality. Additionally, students must produce five mounted 8 x 10 pictures for a judged photo show at the end of each semester. While a holistic approach to evaluating the photos is used, the instructor will utilize a rubric that rates each characteristic desired in the photos. Students must earn a set number of points on a combination of rubrics in order to prove that they have achieved the desired skill level.

Outcome Criterion

Eighty-five percent of COMM 1319 students will earn at least 80 percent of available points on a combination of their photography rubrics over the course of the semester.

Strategic Plan Relationship

Students in COMM 1319 must learn how to use a digital camera and digital photography software in order to manipulate their photographs to achieve a specified level of quality and creativity.

Outcome Results

Based on the quality of their photographs, less than 1%, on average, of students in Photo I were not successful in meeting the criteria of this LEAP. An average of 78% of students in Photo II were successful.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

While it appears that photography students are successful, there is some concern about the level of understanding they have about digital photography. As a result, digital cameras were purchased and software will be installed in the fall 2008 semester. Additionally, greater supervision will be practiced in these courses to ensure that students are being exposed to the instruction they need to become proficient in the use of the camera, the digital photography software, and their knowledge of photography in general.

Planned Distance Learning Improvement as an Outcome Result

NA

Communications Education

Plan Period: FY09

Outcome ID#: 5818

Outcome Description

Students in COMM 2311 and 2315 (News Gathering I and II) and COMM 2309 and 2310 (News Editing and Copying I and II) will be able to recognize and write news stories reflecting Associated Press (AP) standards of writing and Standard American English (SAE) grammar, mechanics, and spelling rules, and they should be able to answer the basic questions of who/what/why/when/where and how for every story. Additionally, students will publish their written works using Quark Express, an industry-standard software program.

Outcome Strategy

Students will be taught how to write to news writing standards through lectures, class writing assignments, and writing for the TVCC News Journal, a campus newspaper. Each student will have three opportunities to write a story for the TVCC News Journal. Each student's story will be edited by the faculty sponsor of the newspaper, and students will be instructed in the use of Quark Express software and will write, edit, and publish their stories using this software.

Outcome Method

Tests and class assignments will reflect students' understanding and knowledge of the news writing process, writing standards, and use of Quark Express software program. Additionally, once a student has written a story for the TVCC News Journal, there will be one-on-one discussion between the faculty sponsor and the student focusing on the readability and accuracy of the story and how well it reflects established SP and SAE writing standards.

Students must produce a String Book comprised of the stories they have published in the TVCC News-Journal. Students in COMM 2311 and COMM 2309 must produce 20 published inches; students in COMM 2315 and 2310 must produce 40 published inches.

Outcome Criterion

Sixty percent of students in COMM 2311 and 2309 will create a String Book using Quark Express with 20 published inches of stories that meet an acceptable level of competence according to AP and SAE standards, as determined by their faculty sponsor.

Strategic Plan Relationship

Students in COMM 2311, 2315, 2309, and 2310 must write effectively and accurately in order to be successful. They must research people, ideas, events, and concepts as they gather information for their news stories, and this information will generally be in the form of printed materials. Additionally, these students will use a specific software program to write, edit, and publish their news stories.

Outcome Results

Eighty percent of students in COMM 2315/2310 completed a String Book with 20 published inches of stories that met an acceptable level of competence according to AP and SAE standards, as determined by their faculty sponsor; this does not quite meet the goal of 95% but does show that most students were successful in meeting this goal. Fifty-nine percent of students in COMM 2311/2315 completed a String Book with 20 published inches of stories, but the goal was that 60% of these first-semester students.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

It is apparent that some changes are warranted; the program needs more structure and rigor. An assistant that will help to edit students' stories is a new addition to the staff, but it is uncertain whether this will enhance the productivity of the students.

Planned Distance Learning Improvement as an Outcome Result

NA

Communications Education

Plan Period: FY09

Outcome ID#: 5819

Outcome Description

Students in COMM 1307 (Introduction to Mass Communication) will demonstrate an understanding of the history of mass media from its inception to present day and will engage in multiple oratory exercises where they share their discovery of the events that shaped the development of modern day mass media.

Outcome Strategy

Through lecture, class assignments, and outside reading students will learn the history of and development of newspapers, magazines, recordings, radio, television, and movies.

Outcome Method

Performance on tests and other assignments will be used to evaluate each student's understanding and knowledge of past and present mass media. Students, individually and in small groups, will conduct research of the history and development of mass media through the use of the Internet, periodicals, books, and recordings and will present their findings in written and oral formats. These written and oral reports will be assessed using rubrics based on research quality and quantity, oral presentation quality and content, and the collaborative performance in small group presentations.

Outcome Criterion

Eighty percent of students will be able to research and report both orally and in writing their understanding and knowledge of the history and development of mass communication by achieving an average competency level of 75 or higher.

Strategic Plan Relationship

Students in COMM 1307 will be required to read extensively in order to produce several written and oral reports. They will be required to research and then analyze, compile, and synthesize the information gathered and then put it in written report form.

Outcome Results

Seventy-five percent of COMM 1307 students successfully researched and reported orally and in writing their understanding and knowledge of the history and development of mass communication by achieving an average competency level of 75 or higher. This did not quite meet the goal of 80% of the students achieving the competency level.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

No changes are being considered at this time.

Planned Distance Learning Improvement as an Outcome Result

NA

Communications Education

Plan Period: FY09

Outcome ID#: 5820

Outcome Description

Students in COMM 1319 (News Photography II) will be able to apply a basic understanding of photo composition, understand how light affects a photograph, and know how to set up and take a picture with a digital camera as well as manipulate a photograph using digital software.

Outcome Strategy

Lectures, demonstrations, and hands-on assignments will expose students to the knowledge and skill required to achieve a balanced and pleasing photograph with creativity and of high quality.

Outcome Method

Students will be required to produce a number of photographs that will be evaluated by the instructor for balance, aesthetics, creativity, and quality. Additionally, students must produce five mounted 8 x 10 pictures for a judged photo show at the end of each semester. While a holistic approach to evaluating the photos is used, the instructor will utilize a rubric that rates each characteristic desired in the photos. Students must earn a set number of points on a combination of rubrics in order to prove that they have achieved the desired skill level.

Outcome Criterion

Eighty-five percent of COMM 1319 students will earn at least 80 percent of available points on a combination of their photography rubrics over the course of the semester.

Strategic Plan Relationship

Students in COMM 1319 must learn how to use a digital camera and digital photography software in order to manipulate their photographs to achieve a specified level of quality and creativity.

Outcome Results

Eighty percent of students in COMM 1319 earned at least 80 percent of the available points on a combination of their photography rubrics over the course of the semester. This does not quite meet the goal of 85% of students earning enough points, but it is not far from it.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

No changes are being considered at this time.

Planned Distance Learning Improvement as an Outcome Result

NA

Communications Education

Plan Period: FY09

Outcome ID#: 5821

Outcome Description

Students in COMM 2332 and 2304 (Radio/Television News and Introduction to Cinematic Production) will be able to design, implement, produce, direct, and edit multimedia productions. Students will have a better understanding of the art of production and will be able to evaluate the quality of a production.

Outcome Strategy

Through lectures, class discussions, class writing exercises, hands-on filming and interview techniques, students will collect the information; upload the information to a computer program; create, edit, and air a video package for main stream video on the web.

Outcome Method

Each semester will be divided into five sections of completion. Students will reach an acceptable level of understanding through pre production techniques, production techniques, and post production techniques, and testing and critical thinking analysis using a rubric provided by the instructor.

Outcome Criterion

Eighty percent of students will show an acceptable level of understanding of the components of multimedia production by earning 80% of the possible points on a rubric in each section of completion. The point system will be based on the mastery and quality of each assigned package(pre-production, production, and post-production of an assignment). They will have a specific format to follow to complete each package and will be graded on a point system.

Strategic Plan Relationship

Students must interview, research, and/or write for production. Their written text must be clear and focused, as it will be produced orally for film. They will utilize sophisticated software in the production of their productions that will allow them to create, edit, and produce their productions.

Outcome Results

Eighty percent of students in COMM 2304 showed an acceptable level of understanding of the components of multimedia production by earning 80% of the possible points on a rubric in each section of completion. The goal in this course was met.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

No changes are warranted at this time.

Planned Distance Learning Improvement as an Outcome Result

NA

Communications Education

Plan Period: FY10

Outcome ID#: 6124

Outcome Description

Students in COMM 2311 and 2315 (News Gathering I and II) and COMM 2309 and 2310 (News Editing and Copying I and II) will be able to recognize and write news stories reflecting Associated Press (AP) standards of writing and Standard American English (SAE) grammar, mechanics, and spelling rules, and they should be able to answer the basic questions of who/what/why/when/where and how for every story. Additionally, students will publish their written words using Quark Express, an industry-standard software program.

Outcome Strategy

Students will be taught how to write to news-writing standards through lectures, class writing assignments, and writing for the TVCC News Journal. Each student will have three opportunities to write a story for the News Journal. Each student's story will be edited by the faculty sponsor of the newspaper, and students will be instructed in the use of Quark Express software and will write, edit, and publish their stories using this software.

Outcome Method

Tests and class assignments will reflect students' understanding and knowledge of the news-writing process, writing standards, and use of Quark Express software program. Additionally, once a student has written a story for the News Journal, there will be a one-on-one discussion between the faculty sponsor and the student, focusing on the readability and accuracy of the story and how well it reflects established AP and SAE writing standards.

Students must produce a String Book comprised of the stories they have published in the News Journal.

Outcome Criterion

Sixty percent of the students who complete COMM 2311 and 2309 will create a String Book using Quark Express with 20 published inches of stories that meet an acceptable level of competence according to AP and SAE standards, as determined by their faculty sponsor.

Strategic Plan Relationship

Journalism students must write effectively and accurately in order to communicate clearly and successfully. They utilize technology both in researching and reporting information.

Outcome Results

Students in COMM 2311 and 2309 did meet the criteria of the LEAP in that 67% successfully created the minimum number of published column inches in a string book, where the minimum expectation was 60%, but only 75% of students in 2310 and 2315 met the goal, which did not meet the goal of 95%.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Because of a change in instructors in this program, there will be many changes and new goals will be set for the FY11 year.

Planned Distance Learning Improvement as an Outcome Result

NA

Communications Education

Plan Period: FY10

Outcome ID#: 6125

Outcome Description

Students in COMM 1319 (News Photography II) will be able to apply a basic understanding of photo composition, understand how light affects a photograph, and know how to set up and take a picture with a digital camera as well as manipulate a photograph using a digital camera.

Outcome Strategy

Lectures, demonstrations, and hands-on assignments will expose students to the knowledge and skill required to achieve a balanced and pleasing photograph with creativity and of high quality.

Outcome Method

Students will be required to produce a number of photographs that will be evaluated by the instructor for balance, aesthetics, creativity, and quality. Additionally, students must produce five mounted 8 x 10 pictures for a judged photo show at the end of each semester. While a holistic approach to evaluating the photos is used, the instructor will utilize a rubric that rates each characteristic desired in the photos. Students must earn a set number of points on a combination of rubrics in order to prove that they have achieved the desired skill level.

Outcome Criterion

Eighty-five percent of students who complete COMM 1319 will earn at least 80% of available points on a combination of photography rubrics utilized over the course of the semester.

Strategic Plan Relationship

Photography students learn to appreciate artistic value by learning the process of creating art and the elements of evaluating that art.

Outcome Results

Students in COMM 1319 were successful in learning to apply basic photo composition elements. Eighty-three percent of these students were able to produce photos with the minimum quality sought.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

There is a new instructor in this program, so there will likely be some changes made, but students, overall, are successful, so those changes may influence curriculum more than expectations of student output.

Planned Distance Learning Improvement as an Outcome Result

NA

Communications Education

Plan Period: FY10

Outcome ID#: 6126

Outcome Description

Students in COMM 2332 and 2304 (Radio/Television News and Introduction to Cinematic Production) will be able to design, implement, produce, direct, and edit multimedia productions. Students will have a better understanding of the art of production and will be able to evaluate the quality of a production.

Outcome Strategy

Through lectures, class discussions, exercises, hands-on techniques, and assignments, students will collect information; upload the information to a computer program; and create, edit, and air a video package for main stream video on the web or DVD.

Outcome Method

Course content will be divided into five sections. Students will reach an acceptable level of understanding of pre-production techniques, production techniques, and post-production techniques, and testing and critical thinking analysis using a rubric provided by the instructor.

Outcome Criterion

Eighty percent of students who complete COMM 2332 and/or 2304 will show an acceptable level of understanding of the components of multimedia production by earning 80% of the possible points on a rubric in each section of comprehension.

Strategic Plan Relationship

Students gather information through written and verbal research then write the script for each production, which is presented orally in their production. They utilize technology to research, write, edit and produce each production.

Outcome Results

This group of courses has struggled to grow and retain students; additionally, there was an instructor change in mid year. Results cannot be confirmed. Neither the former nor the new instructor kept detailed records using the rubric indicated in this LEAP.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

There is a new instructor for this program, so there will likely be many changes made in FY11.

Planned Distance Learning Improvement as an Outcome Result

NA

Communications Education

Plan Period: FY11

Outcome ID#: 6415

Outcome Description

The department of communications will revamp its student-produced newspaper, the News-Journal, by redesigning the publication and improving its quality and appeal. The paper will be printed in a tabloid-size format (11 x 14) and five columns). It will also be 12 pages with color on the front, back and inside spreads. The News-Journal will be published once a month. Emphasis will also be placed on producing a variety of stories that will include opinion/editorial, hard news, features, sports and entertainment news stories. Additionally, students will learn how to layout and design a newspaper that is different than the standard broadsheet-size paper, they will learn the proper techniques of producing and maintaining a student newspaper, and they will learn how to write quality news stories, thus becoming well-rounded journalists

Outcome Strategy

Students in COMM 1129 (Journalism Workshop), COMM 2311 (News Gathering and Reporting) and COMM 2309 (News Editing and Copy Reading) will collectively work on the redesigning and production of the News Journal under the direction of the faculty adviser. The faculty adviser will provide instruction and guidance and will closely monitor the students' progress.

The paper will be printed in a tabloid-size format (11 x 14) and five columns). It will also be 12 pages with color on the front, back and inside spreads. The News-Journal will be published once a month. Emphasis will also be placed on producing a variety of stories that will include opinion/editorial, hard news, features, sports and entertainment news stories.

Outcome Method

To gauge the overall effectiveness and improvement of the newspaper, the department will work with Information Technology to devise a survey to be made available to all TVCC faculty, staff and students; this survey will ask the respondents to rate their satisfaction with the newspaper's various features. The survey will be placed in the student newspaper, as well as the News-Journal website. Spontaneous feedback and letters to the editor will also be used as a means of assessment.

Additionally, journalism students will be assessed by the number of stories they write that have the quality required to be published in the newspaper and by other in-class writing assignments.

Outcome Criterion

1) There will be overwhelming approval of the changes and improvement made to the newspaper; this approval will be noted in the survey responses and other spontaneous responses provided to the newspaper sponsor, students and administration.

Strategic Plan Relationship

Being involved in creating a student-produced publication that demands high quality performance motivates students to stay focused on their learning and fosters success. They must utilize skills of effective reading, writing and critical thinking as they research and write and edit their stories. Students' work can also be included in their professional portfolios which could help the student to gain acceptance into a journalism program at a four-year institution or help the student secure a full-time position in the industry, motivating them to become engaged learners.

Outcome Results

1) There was overwhelming approval of the changes and improvement made to the newspaper. While the new faculty sponsor did not create a survey as she had planned, the newspaper received overwhelming support from readers. The look and format of the paper has changed, and the breadth and quality of coverage has improved as well. There has been very positive feedback regarding the quality of the paper provided via verbal and written correspondence to the sponsor and the division chair.

2) Students did improve their writing skills and learned to utilize Associated Press (AP) style, as witnessed by the three awards at the 2011 Texas Intercollegiate Press Association convention and by informal evaluation by faculty readers across campus.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Improving writing skills and meeting deadlines are two areas where the faculty sponsor/instructor continues to work diligently with the students. She is also opening various venues for them to write, so their writing skills are not only improving functionally, but eclectically as well.

Planned Distance Learning Improvement as an Outcome Result

NA

Communications Education

Plan Period: FY11

Outcome ID#: 6476

Outcome Description

The Department of Communications will create more opportunities for non-majors (those interested in the communications field but not majoring in journalism) by allowing them to participate in the reorganized student media, which will encompass the student newspaper, the online student newspaper and interactive video productions.

Students will gain practical hand-on work experience by actively participating with the various areas within student media.

Outcome Strategy

In all of the introductory classes, including COMM 2304 (Cinematic Production I), COMM 2309 (News Editorial and Copy Reading I) and COMM 2311 (News Gathering and Reporting I), students will learn how to write for the convergent media. As a member of the student media, the students will be required to write print, online and television stories

Outcome Method

Class assignments and stories printed in the paper and published on the website and videos produced for the Internet will be used as a means of assessment. The quality of the product, the knowledge of equipment utilized, and the students' ability to write for various venues will comprise the assessment.

Outcome Criterion

All students who complete the course Successfully (earn a B average or better) will understand the difference between writing for print and online publications and how to produce video news stories for TV and the Internet. They will be able to include a video resume tape in their professional portfolio.

Strategic Plan Relationship

TVCC students will manage (with instruction and oversight provided by the adviser) the print and online versions of the News-Journal and television news stories. They will research, write and edit their stories and scripts. They will use critical thinking skills in determining how to best incorporate researched material into their stories and scripts and how to best present a story, in writing or via video. They will likely experience greater involvement in campus activities, enhancing their feelings of belonging and inclusion. Successful students will be better prepared to enter a four-year journalism program or employment in the industry, so they are motivated to stay focused on academics to enhance their success in all their studies, thus improving retention and successful completion.

Outcome Results

All students who completed the course with a B average or better (a total of 8 students) have had much practice in understanding the difference between writing for print and online publications and how to produce video news stories for TV and the Internet. Students have been busy on campus and in the studio and have posted several videos, with scripts, and printed many articles in the newspaper as proof of their adaptability. They created a presence on the web for the college newspaper, they currently maintain a Facebook page(TVCC News Journal), a YouTube channel (TVCC News Journal), a print publishing account on Issue (TVCC News Journal) and a blog (TVCC News Journal).

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

There are continuous changes being made, as the faculty sponsor is working to provide more venues for students to learn, perform and write. Additionally, she is working on creating a student magazine that will begin production in the fall semester.

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Math Education

Plan Period: FY06

Outcome ID#: 373

Outcome Description

Developmental Mathematics II students will be able to multiply polynomials.

Outcome Strategy

Lectures, class discussions, homework assignments, and laboratory assignments will be designed to teach students and cause them to practice multiplying polynomials.

Outcome Method

All Developmental Mathematics II instructors will include a section on the Final Exam for the course which requires students to multiply polynomials. Each Developmental Mathematics II instructor will record each student's percent correct on the multiplying polynomials section of the Final Exam and report results to the Division Chairperson for Mathematics and Science. Students will be deemed to have mastered this topic if they earn 80% of the points allotted for this topic on the Final Exam.

Outcome Criterion

80% of a sampling of Developmental Mathematics II students chosen from each TVCC campus which offers Developmental Mathematics II will demonstrate mastery by earning 80% of the points allotted for this topic on their Final Exam.

Strategic Plan Relationship

This outcome is necessary for success in the Mathematics TVCC General Education Outcome. Students who have not been exposed to multiplying polynomials or who need to refresh their knowledge of this topic must master it in order to continue to the last level of Developmental Mathematics and to continue on into college level mathematics.

Outcome Results

Fall 2005

161 students from 13 sections of Developmental Math II (including all campuses which offer Developmental Math II and some day and evening classes) were tested. 43.5% were successful. 56.5% were unsuccessful.

Spring 2006

179 students in 14 sections of Developmental Mathematics II from all 3 main campuses which offer Developmental Mathematics and one prison class were tested. 67.0% were successful at the required 70% level. We did not reach our goal of finding 70% of students tested successful.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Fall 2005

The Mathematics Department will reassess this item again in Spring 2006. If results are not better, plans are to increase emphasis on this important topic in 2006-2007, to request 2005-2006 student input for improved results,

and to continue this item as a LEAP item for 2006-2007.

Spring 2006

Some instructors asked that this learning outcome LEAP be omitted next year, because they thought that it was covered quickly at the end of the course and might lower our results. However, these results were our best. In retrospect, this is consistent with what we know about developmental mathematics students: they do not retain material as readily as other students. We did not reach our goal, and more time spent on this topic might help. Because the department wants to include another important learning outcome in place of this one next year, it will not be re-evaluated. We will, however, encourage students to network and communicate more with their fellow students and with the instructors. We are also making a new online tutoring service available with a new textbook for next year. Finally, all mathematics instructors will spend part of their office hours in the new TVCC Open Learning Laboratory available to all students for help.

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Math Education

Plan Period: FY06

Outcome ID#: 374

Outcome Description

Intermediate Algebra students will demonstrate their ability to factor polynomials.

Outcome Strategy

Lectures, class discussions, and homework assignments will be used to teach students and let them practice factoring polynomials.

Outcome Method

All Intermediate Algebra instructors will include on their Final Exams a section with questions requiring students to factor polynomials. Each Intermediate Algebra instructor will record each student's percent correct on this section and report the results to the Division Chairperson for Mathematics & Science. Students will be deemed to have mastered this topic if they earn 80% of the points allotted for this topic on a Final Exam.

Outcome Criterion

80% of a sampling of Intermediate Algebra students chosen from each TVCC campus which offers Intermediate Algebra will demonstrate mastery by earning 80% of the points allotted for this topic on their Final Exam.

Strategic Plan Relationship

This outcome is necessary for success in the Mathematics TVCC General Education Outcome. Students must master this topic in order to continue into college level mathematics.

Outcome Results

Fall 2005

149 students from 9 sections on 3 campuses were tested. 57.7% were successful per the 80% criteria set above. This criteria was set so high because students who cannot factor polynomials are at very high risk of failing college algebra, which most students need for an associate degree and transfer to a bachelors degree program. We did not meet our goal of having 80% of students successful. Five sections of Intermediate Algebra with 133 students were not tested.

Spring 2006

142 students chosen from 9 sections of Intermediate Algebra (including sections from all 3 main campuses and 1 prison section) were tested. The results were that a disappointing 47.9% of students scored 70% or better on factoring and were successful. The Intermediate Algebra students were weaker in their overall scores and grades than this year's Developmental Mathematics II students, but 47.9% is very low on a topic which is very important for success in College Algebra.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Fall 2005

We will re-evaluate this topic in Spring 2006 and expect better reporting and better results. Teaching methods

changes may include more emphasis on communicating with students, peer student tutoring, and individualized student involvement.

Spring 2006

Because factoring polynomials has been de-emphasized in high school algebra, students have preconceived ideas that this topic is "outdated". We need to convince the students that the "ways around factoring" are often harder than factoring and that they are still supposed to come to College Algebra able to factor. We also just need to demand that they learn this topic in spite of its "dated-ness". As with all topics, we will encourage student peer tutoring and group practice, and we will encourage students to contact instructors for help with homework. We have also chosen a new textbook which includes an online tutoring feature with more interactive features than any we have previously used. All mathematics faculty will also spend part of their office hours available to students in the new TVCC Open Learning Laboratory. This topic will be re-evaluated in 2006-2007.

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Math Education

Plan Period: FY06

Outcome ID#: 375

Outcome Description

Developmental Mathematics II and Intermediate Algebra students will demonstrate the ability to read, analyze, and translate word problems into equations and to solve the equations in order to solve the problem.

Outcome Strategy

Lectures, class discussions, and homework assignments will be used to teach students and let them practice setting up equations and solving them.

Outcome Method

All Developmental Mathematics II and Intermediate Algebra instructors will include a section on word problems on the Final Exam for their course. Each instructor will record each student's percent correct on this section and report the results to the Division Chairperson for Mathematics & Science. Students will be deemed to have improved significantly on this topic if they earn 70% of the points allotted for this topic on a Final Exam.

Outcome Criterion

70% of a sampling of Developmental Mathematics II and Intermediate Algebra students chosen from each TVCC campus which offers these courses will demonstrate significant improvement by earning 70% or more of the points allotted for this topic on their Final Exam.

Strategic Plan Relationship

This outcome relates to the Mathematics and Critical Thinking TVCC General Education Outcomes because students will be required to apply mathematics to set up and solve problems in college level mathematics, science, business, engineering, computer science, and many other academic and vocational subjects.

Outcome Results

Fall 2005

310 students from 22 sections of Developmental Mathematics 2 and Intermediate Algebra (including day and night classes and classes from each campus where these courses are offered) were tested. 50.3% of students tested were successful. 49.7% of those tested were unsuccessful.

Spring 2006

321 students chosen from 23 sections of Developmental Mathematics II and Intermediate Algebra, representing all 3 main campuses and several prison sections, were tested. Only 51.4% were successful at the 70% level required for our goal. The Developmental Mathematics II students did better than the Intermediate Algebra students (62.6% as opposed to a dismal 37.3%). However, both groups of students failed to meet our goal.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Fall 2005

As expected, there were lower success rates on word problems than on other important topics. However, this is a very important topic and such low success rates are certainly not acceptable. The Mathematics Department plans

to retest this item in Spring 2006 and if results are not drastically better this topic must receive more attention in 2006-2007. Student input as to strategies for success will be solicited and additional emphasis will be put on word problems in both Developmental Mathematics 2 and Intermediate Algebra. Staying with the same LEAP topics for 2006-2007 might tempt instructors to “teach to the test” but since departmental finals are tentatively planned for 2006-2007, the plan is to include this LEAP topic again.

Spring 2006

Many developmental students leave word problems blank on tests because of remembered sad feelings of failure in the past. They also leave them blank because they hope that they can still pass without “getting into all that”. The mathematics department needs to use our TVCC Learning Initiative to spur student involvement with written problems. We will attack this by using many more word problems in our assignments. We also will encourage student interaction with their fellow students and with their instructors. Also, our new textbook comes with a more interactive online tutoring feature. Finally, each mathematics instructor will spend part of his/her office hours in the new TVCC Open Learning Laboratory available to all students who need help with mathematics and word problems, in particular. Word problems will be re-evaluated in 2006-2007.

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Math Education

Plan Period: FY07

Outcome ID#: 594

Outcome Description

Developmental Mathematics II students will be able to solve linear equations.

Outcome Strategy

Lectures, class discussions, homework assignments, and laboratory assignments will be designed to teach students and cause them to practice solving linear equations.

Outcome Method

All Developmental Mathematics II instructors will include a section on the Final Exam for the course which requires students to solve linear equations. Each Developmental Mathematics II instructor will record each student's percent correct on the linear equations section of the Final Exam and report results to the Division Chairperson for Mathematics and Science. Students will be deemed to have mastered this topic if they earn 70% of the points allotted for this topic on the Final Exam.

Outcome Criterion

70% of a sampling of Developmental Mathematics II students chosen from each TVCC campus which offers Developmental Mathematics II will demonstrate mastery by earning 70% of the points allotted for this topic on their Final Exam.

Strategic Plan Relationship

This outcome is necessary for success in the Mathematics TVCC General Education Outcome. Students who have not been exposed to multiplying polynomials or who need to refresh their knowledge of this topic must master it in order to continue to the last level of Developmental Mathematics and to continue on into college level mathematics.

Outcome Results

In Fall 2006, 179 students from 17 sections of Elementary Algebra (Developmental Mathematics 2) were tested. These classes represented all three campuses of TVCC which teach Developmental Mathematics and all three TDCJ units where Developmental Mathematics is taught. The results showed that 60.9% of students tested were able to meet the 70% correct = successful criteria. Our students were unsuccessful in meeting the evaluation criteria for this item. Developmental Mathematics faculty had asked for this item to be included this year and were unanimous in agreeing that this item was essential for success in the next level of developmental mathematics and for success in college level mathematics.

Outcome Distance Learning Results

There were no distance learning developmental mathematics courses offered.

Planned Improvement as an Outcome Result

This item must receive stronger emphasis and re-evaluation on next year's LEAP plans. Students who cannot solve linear equations cannot progress to higher levels of developmental mathematics or to college level mathematics. A suggested change will be to assign more homework on solving linear equations and to spend more time on this

unit. This unit is taught early in Developmental Mathematics 2. Perhaps solving equations should be included on all subsequent unit tests since it is so important.

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Math Education

Plan Period: FY07

Outcome ID#: 595

Outcome Description

Intermediate Algebra students will demonstrate their ability to factor polynomials.

Outcome Strategy

Lectures, class discussions, and homework assignments will be used to teach students and let them practice factoring polynomials.

Outcome Method

All Intermediate Algebra instructors will include on their Final Exams a section with questions requiring students to factor polynomials. Each Intermediate Algebra instructor will record each student's percent correct on this section and report the results to the Division Chairperson for Mathematics & Science. Students will be deemed to have mastered this topic if they earn 70% of the points allotted for this topic on a Final Exam.

Outcome Criterion

70% of a sampling of Intermediate Algebra students chosen from each TVCC campus which offers Intermediate Algebra will demonstrate mastery by earning 70% of the points allotted for this topic on their Final Exam.

Strategic Plan Relationship

This outcome is necessary for success in the Mathematics TVCC General Education Outcome. Students must master this topic in order to continue into college level mathematics.

Outcome Results

188 students from 14 sections of Intermediate Algebra, representing all three campuses of TVCC which offer Intermediate Algebra and all three TDCJ units, were tested. Both day and night classes were represented. 54.8% were successful at the 70% correct criteria. To meet our goal we needed 70% of students to be successful. Since two evaluations last year had previously left us short of our goal (Fall '05 - 57.7% and Spring '06 - 47.9%) and all faculty were emphasizing this unit the results are disappointing. Factoring has been de-emphasized in high school algebra, but this only means that students must learn it in Intermediate Algebra. Students will not be able to succeed in College Algebra without being proficient in factoring. The goal is realistic, necessary and achievable. We have to help our students do a better job.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

All Intermediate Algebra instructors will need to continue to emphasize factoring throughout the course. Since it should be used extensively in nearly half the course, this should be realistic without slighting the curriculum of the rest of the course. Factoring must not just be used in the factoring unit and then avoided. It must be used in every unit subsequent to the factoring unit. The department has planned and is ready to implement longer homework assignments and My Math Lab computer in-class and homework assignments.

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Math Education

Plan Period: FY07

Outcome ID#: 596

Outcome Description

Developmental Mathematics II and Intermediate Algebra students will demonstrate the ability to read, analyze, and translate word problems into equations and to solve the equations in order to solve the problem.

Outcome Strategy

Lectures, class discussions, and homework assignments will be used to teach students and let them practice setting up equations and solving them.

Outcome Method

All Developmental Mathematics II and Intermediate Algebra instructors will include a section on word problems on the Final Exam for their course. Each instructor will record each student's percent correct on this section and report the results to the Division Chairperson for Mathematics & Science. Students will be deemed to have improved significantly on this topic if they earn 70% of the points allotted for this topic on a Final Exam.

Outcome Criterion

65% of a sampling of Developmental Mathematics II and Intermediate Algebra students chosen from each TVCC campus which offers these courses will demonstrate significant improvement by earning 70% or more of the points allotted for this topic on their Final Exam.

Strategic Plan Relationship

This outcome relates to the Mathematics and Critical Thinking TVCC General Education Outcomes because students will be required to apply mathematics to set up and solve problems in college level mathematics, science, business, engineering, computer science, and many other academic and vocational subjects.

Outcome Results

365 students, representing all three campuses which offer developmental mathematics and all 3 TDCJ units which offer developmental mathematics, from 32 sections of Elementary Algebra (Developmental Mathematics 2) and Intermediate Algebra were tested in Fall 2006. Only 33.2% of those tested were successful at the 70% correct criteria. These results are worse than the dismal results of last year's two evaluations (50.3% in Fall 2005 and 51.4% in Spring 2006). Only one instructor (out of 14) reported results that met the 65% success rate goal. The only bright spot was that only one instructor failed to report results. Actually another bright spot was that faculty have begun grading tests less generously and more accurately. We do not want to improve test scores; we want to improve student learning.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

In addition to employing departmental final exams, the department plans to implement common homework assignments for 2007-2008. Students who have seen more word problems in homework assignments may be able to overcome the panic that leads them to leave word problems on final exams blank. Departmental final exams appear to have made more apparent the poor technical reading skills of our students. Computer "My Math Lab"

in-class and homework assignments will also let the students approach word problems in a different way and might give them more confidence.

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Math Education

Plan Period: FY08

Outcome ID#: 1263

Outcome Description

Developmental Mathematics II students will be able to solve linear equations.

Outcome Strategy

Lectures, class discussions, examples, and homework assignments on "MY MATH LAB" computer sites are designed to teach students and cause them to practice solving linear equations. The department has implemented common homework assignments to make sure that all students are receiving sufficient practice.

Outcome Method

All Developmental Mathematics II instructors will include a section on the Final Exam which requires students to solve linear equations. Each Developmental Mathematics II instructor will record each student's percent correct on the linear equations section of the Final Exam and report results to the Division Chairperson for Mathematics and Science. Students will be deemed to have mastered this topic if they earn 70% of the points allotted for this topic on the Final Exam.

Outcome Criterion

65% of a sampling of Developmental Mathematics II students chosen from each TVCC campus which offers Developmental Mathematics II will demonstrate mastery by earning 70% of the points allotted for this topic on their Final Exam.

Strategic Plan Relationship

Obviously, the objectives of the course include gaining understanding of mathematical information and learning mathematical skills. Solving linear equations is a multi-step process which does involve demonstrating critical thinking skills. We hope that using computer based technology in our labs for their homework will help them be willing to engage with the goals of the course and to have access to extra help online.

Outcome Results

227 students from 14 sections of Developmental Mathematics II, representing all 3 campuses of TVCC which offer Devl 0309, were tested. 82.3% of those students successfully met the 70% correct criteria. This exceeds the 65% success rate which was our goal.

	suc	W	IP	TH	Fnd	jnd	unsuc	tot	% suc
Parker.0243	10	2	5				1	18	90.9
Rogers.1292									
Bingham.0242									
Johnston.0245	2	3	8			2	15	50	
Self.0246	13	1	9			1	24	92.9	
Bingham.0244									
Munteanu.0249	2	2	6			0	0	11	100
Johnston.0241	4	1	11			1	0	17	100
Bingham .0247									
Woodard.0248									

Burk.0859
 Burk.0858
 Pendland.0857 2 4 3 0 1 0 4 14 33.3
 Pendland.0856 8 1 6 0 1 0 1 17 88.9
 Samuels.1054 3 2 4 0 0 0 3 12 50
 Harder.1053
 Harder.1055 14 13 12 0 0 0 1 40 93.3
 Johnston.1234 14 14 100
 Spizzirri.1245 8 0 2 0 0 0 2 12 80
 Clark.1277 0 0 0 0 0 3 3 0
 Samuels.1354 8 2 7 0 1 0 2 20 80

Spring '08
 Woodard.0250 5 2 3 10 100

Totals 93 33 71 1 4 5 20 227 82.3

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

More universal participation is desirable, but the results are good. This is a very important topic. We will either raise the standard for the goal much higher or test some other topic for developmental mathematics. Anticipated changes include requiring a notebook of all homework to be kept by students and turned in periodically.

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Math Education

Plan Period: FY08

Outcome ID#: 1264

Outcome Description

Intermediate Algebra students will demonstrate their ability to factor polynomials.

Outcome Strategy

Lectures, class discussions, examples and homework assignments will be used to teach students and let them practice factoring polynomials. Since this outcome has been included in two years' previous goals and students have not been successful, the department plans to put extra emphasis on this topic and to eliminate one late semester topic from the curriculum (systems of equations) because it does not employ factoring and will be thoroughly covered in College Algebra. The department will focus more emphasis on the Intermediate Algebra topics which do employ factoring because it is so important.

Outcome Method

All Intermediate Algebra instructors will include on their Final Exams a section with questions requiring students to factor polynomials. Each Intermediate Algebra instructor will record each student's percent correct on this section and report the results to the Division Chairperson for Mathematics and Science. Students will be deemed to have mastered this topic if they earn 70% of the points allotted for this topic on a Final Exam.

Outcome Criterion

65% of a sampling of Intermediate Algebra students chosen from each TVCC campus which offers Intermediate Algebra will demonstrate mastery by earning 70% of the points allotted for this topic on their Final Exam. Our highest success rate to date was 57.7%. Instructors do want to include students who fail the course in the evaluation (if they take the Final Exam) even though this means that we are evaluating students who are not yet exiting the course.

Strategic Plan Relationship

Factoring polynomials is clearly a mathematical skill and it involves a logical procedure which requires and teaches critical thinking skills.

Outcome Results

198 students, from 15 sections of Intermediate Algebra, representing all 3 TVCC campuses where Devl 0310 of offered, were tested. 80.8% were successful in meeting the 70% correct criteria for this learning outcome. We far exceeded our goal of 65% successful.

	suc	W	IPnd	TNd	Fnd	jnd	unsuc	tot	% suc
Woodard.0258	9	1	1	0	0	4	15	69.2	
Clark.0254	8	1	2	0	2	0	2	15	80
Self.0257	13	3	6	2	2	0	0	100	
Self.0255	13	2	7	1	1	2	4	92.9	
Rogers.0256									
Munteanu.0259	2	3	7	0	0	0	2	14	50
Spizzirri.0251	4	4	3	0	0	0	1	12	80
Self.1235	26								

Johnston.1255 17 2 2 21 89.5
 Spizzirri.1278 8 1 0 0 0 0 9 100
 Pendland.0861 9 3 7 2 1 0 2 24 81.8
 Pendland.0860 5 0 6 0 0 0 4 15 55.6
 Moseley.0862
 Stamper.1057 9 4 1 0 1 2 17 81.8
 Harder.1059 24 6 2 0 0 1 6 39 80
 Gann.1056 14 3 5 1 3 5 31 73.7
 Harder.1058 13 4 0 0 1 0 1 19 92.9

Spring '08

Woodard.0255 12 4 1 1 6 24 66.7

Totals 160 41 48 3 6 5 38 327 80.8

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

This year's Intermediate Algebra course was more difficult and covered more topics. Yet students finally succeeded at this very important learning outcome. Taking the students a bit farther seems to have let them see necessity for learning factoring (and given them more practice with it). The changes that might result from this finding are more far-reaching than the topic. We may need to extend and increase the demands on our students in order to help them succeed.

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Math Education

Plan Period: FY08

Outcome ID#: 1265

Outcome Description

Developmental Mathematics II and Intermediate Algebra students will demonstrate the ability to read, analyze, and translate word problems into equations which would allow them to solve the problem.

Outcome Strategy

Lectures, class discussions, examples, and homework assignments will be used to teach students and let them practice setting up equations and solving the problems they model. Emphasis will be placed on key terminology and on the "set up" of the equations rather than on the answer to the word problem. Students need to realize that they are being asked to "read and write" in the language called "mathematics".

Outcome Method

All Developmental Mathematics II and Intermediate Algebra instructors will include a section on setting up word problems on the Final Exam for their course. Each instructor will record each student's percent correct on this section and report the results to the Division Chairperson for Mathematics & Science. Students will be deemed to be successful on this topic if they earn 70% of the points allotted for this topic on their Final Exam.

Outcome Criterion

65% of a sampling of Developmental Mathematics II and Intermediate Algebra students chosen from each TVCC campus which offers these courses will demonstrate success by earning 70% or more of the points allotted for this topic on their Final Exam.

Strategic Plan Relationship

Obviously they are studying mathematical skills. Analyzing a word problem and translating it into an equation involves qualitative and quantitative critical thinking skills. Instructors will also focus this year on teaching skills and strategies that will encourage their students to always make a start, to break the problem into smaller pieces, and to overcome the defeatist dismay that developmental mathematics students bring to word problems.

Outcome Results

285 students, from 28 sections of Developmental Mathematics 2 and Intermediate Algebra, representing all 3 TVCC campuses where Devl 0309 and 0310 are offered, were tested. 71.2% successfully met the 70% correct criteria of this learning outcome. This exceeds our goal of 65% successful. It also slightly exceeds our previous goals of 70% successful on this same learning outcome.

	suc	W	IPnd	Tnd	Fnd	jnd	unsuc	tot	%suc
Parker.0243									
Rogers.1292									
Bingham.0242									
Johnston.0245	2	3	8	2	15	50			
Self.0246	14	1	9	1	24	93.3			
Bingham.0244									
Munteanu.0249	0	0	0	0	0	0	0	0	0

Johnston.0241 2 1 11 1 2 17 50
 Bingham .0247
 Woodard.0248 6 4 2 1 3 0 16 100
 Burk.0859
 Burk.0858
 Pendland.0857 4 4 3 0 1 0 2 14 66.7
 Pendland.0856 7 1 6 0 1 0 2 17 77.8
 Samuels.1054 6 2 4 0 0 0 12 100
 Samuels.1354 9 2 7 0 1 0 1 20 90
 Harder.1053 13 4 7 0 0 0 0 24 100
 Harder.1055 14 13 12 0 0 0 1 40 93.3
 Johnston.1234
 Spizzirri.1245 8 0 2 0 0 0 2 12 80
 Clark.1277 3 0 0 0 0 0 0 3 100

 Woodard.0258 9 1 1 0 0 0 4 15 69.2
 Clark.0254 3 1 2 0 2 0 7 15 30
 Self.0257 5 3 6 8 22 38.5
 Self.0255 5 2 7 1 9 24 35.7
 Rogers.0256
 Munteanu.0259 3 3 7 0 0 0 1 14 75
 Spizzirri.0251 3 4 3 0 0 0 2 12 60
 Self.1235
 Johnston.1255
 Spizzirri.1278 6 1 0 0 0 0 2 9 75
 Pendland.0861 6 3 7 2 1 0 5 24 54.5
 Pendland.0860 4 0 6 0 0 0 5 15 44.4
 Moseley.0862
 Stamper.1057 10 4 1 0 0 1 1 17 90.9
 Harder.1059 24 6 2 0 0 1 6 39 80
 Gann.1056 10 3 5 1 3 9 31 52.6
 Harder.1058 13 4 0 0 1 0 1 19 92.9

 Spring '08
 Woodard.0250 4 2 2 2 1 11 80
 Woodard.0255 10 4 1 1 0 8 24 55.6

 Totals 203 76 121 5 11 8 82 505 71.2

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

We plan to require students in Devl 0309 to keep notebooks of their homework next year. There are also longer range plans under consideration to eliminate Developmental Mathematics I (pre-algebra) and add a requirement for Intermediate Algebra to have a laboratory section.

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Math Education

Plan Period: FY09

Outcome ID#: 5714

Outcome Description

Developmental Mathematics II students will be able to solve linear equations.

Outcome Strategy

Lectures, class discussions, homework assignments, and laboratory assignments will be designed to teach students and cause them to practice solving linear equations.

Outcome Method

All Developmental Mathematics II instructors will include a section on the Final Exam for the course which requires students to solve linear equations. Each Developmental Mathematics II instructor will record each student's percent correct on the linear equations section of the Final Exam and report results to the Division Chairperson for Mathematics and Science. Students will be deemed to have mastered this topic if they earn 70% of the points allotted for this topic on the Final Exam.

Outcome Criterion

70% of a sampling of Developmental Mathematics II students chosen from each TVCC campus which offers Developmental Mathematics II will demonstrate mastery by earning 70% of the points allotted for this topic on their Final Exam.

Strategic Plan Relationship

"To understand mathematical information and utilize mathematical skills" our students will need to be able to solve equations. This is basic to all mathematics.

"To demonstrate qualitative and quantitative critical thinking skills" our students will need to employ algebraic skills in many varying fields of study.

Outcome Results

107 students from 8 sections of Developmental Mathematics 2, representing all 3 campuses and the TDCJ units, were evaluated. There were actually 161 students in these sections, but 54 students did not complete the evaluation (W no data, IP no data, F no data, or just no data). The success rate was only 50.5%. This was far below our goal of 70% successful. Participation was also far down with 11 sections unreported - some from all campuses.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Participation in this Learning Outcome will be strongly encouraged in the coming year. Instructors who do not report will be "written up" and a letter of reprimand will be issued and put in their file. This year was difficult for many reasons, but participation is necessary and instructors must accept this.

Students need to realize the importance of solving linear equations. This topic is basic to almost any field of study. Therefore, developmental mathematics faculty will need to devise a plan to enhance the import given to this topic, and to communicate this to the students. One problem is that this topic is covered near the beginning of the course and the Final Exam is typically used to evaluate our Learning Outcomes. Students perceive this as an unacceptably long time to remember solving equations. Actually, they use solving linear equations nearly every lesson after they first encounter it. This probably needs to be pointed out to students, and the need to keep the ideas of solving linear equations fresh in our students' minds must be addressed by all the developmental mathematics faculty.

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Math Education

Plan Period: FY09

Outcome ID#: 5795

Outcome Description

Intermediate Algebra students will demonstrate their ability to factor polynomials.

Outcome Strategy

Lectures, class discussions, and homework assignments will be used to teach students and let them practice factoring polynomials.

Outcome Method

All Intermediate Algebra instructors will include on their Final Exams a section with questions requiring students to factor polynomials. Each Intermediate Algebra instructor will record each student's percent correct on this section and report the results to the Division Chairperson for Mathematics & Science. Students will be deemed to have mastered this topic if they earn 70% of the points allotted for this topic on a Final Exam.

Outcome Criterion

70% of a sampling of Intermediate Algebra students chosen from each TVCC campus which offers Intermediate Algebra will demonstrate mastery by earning 70% of the points allotted for this topic on their Final Exam.

Strategic Plan Relationship

"To understand mathematical information and utilize mathematical skills" our students will need this basic mathematical skill. Each course which includes high school algebra, intermediate algebra, or college algebra as a prerequisite will assume that our students can factor polynomials.

"To demonstrate qualitative and quantitative critical thinking skills" our students will need a basic mathematical skill like factoring. Also the methods needed in factoring polynomials comprise a complex series of steps which in themselves teach critical thinking skills.

Outcome Results

136 students from 12 sections of Intermediate Algebra, representing all 3 campuses and the TDCJ units, were evaluated. 203 students were actually in these sections, but 67 students did not complete the evaluation (W no data, IP no data, Passed THEA no data, F no data, or just no data). 74.3% were successful in getting at least 70% of factoring problems correct on the evaluation instrument.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

This year's results were down from results on the same Learning Outcome last year. The results were 80.8% successful last year. The change that we sought this year was increased participation and we got it. Only 7 sections of Devl 0310 were unreported - from Athens and Terrell. We still need better participation and since the requirement will be to participate in all Developmental Mathematics Learning Outcome evaluations next year, this should be sufficient. Factoring is so important as a necessary skill for College Algebra students that we may

continue this Learning Outcome with an increased goal.

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Math Education

Plan Period: FY09

Outcome ID#: 5796

Outcome Description

Developmental Mathematics II and Intermediate Algebra students will demonstrate the ability to read, analyze, and translate word problems into equations and to solve the equations in order to solve the problem.

Outcome Strategy

Lectures, class discussions, homework assignments, and laboratory assignments (in Developmental Mathematics II) will be used to teach students and let them practice setting up equations and solving them. Using common homework and laboratory assignments this year should standardize our implementation strategy. No instructor should omit or slight this important topic.

Outcome Method

All Developmental Mathematics II and Intermediate Algebra instructors will include a section on word problems on the Final Exam for their course. Each instructor will record each student's percent correct on this section and report the results to the Division Chairperson for Mathematics & Science. Students will be deemed to have improved significantly on this topic if they earn 70% of the points allotted for this topic on a Final Exam.

Outcome Criterion

65% of a sampling of Developmental Mathematics II and Intermediate Algebra students chosen from each TVCC campus which offers these courses will demonstrate significant improvement by earning 70% or more of the points allotted for this topic on their Final Exam.

Strategic Plan Relationship

"To understand mathematical information and utilize mathematical skills": Our students will be learning the basis of applying algebra to the many different fields which require its use.

"To demonstrate qualitative and quantitative critical thinking skills": Our students must practice critical thinking when they set up equations that will solve problems. This skill is one of the basic tools needed in critical thinking.

Outcome Results

213 students from 20 sections of Developmental Mathematics 2 and Intermediate Algebra, representing Athens, Palestine, Terrell, and TDCJ unit campuses, were evaluated. There were actually 362 students in these sections, but 149 students did not complete the evaluation (W no data, IP no data, F no data, Passed THEA no data, or just no data). 43.2% of the 213 students were successful. This is far below our goal of 65% successful.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

We actually had 71.2% successful last year, but participation was not good and the Learning Outcome was repeated to achieve increased participation. 18 sections were still unreported. The requirement that all applicable Developmental Mathematics sections report Learning Outcome results in Fall 2009 should take care of that.

No reason is apparent for the decreased success rate this year. The Mathematics Department does not feel that student engagement has increased. In fact, it may have decreased in 2008-2009. If this is correct, then we may all need - as developmental mathematics faculty - to emphasize the importance of word problems and be sure to include them in most lessons. The word problems that these students are able to do, do not really seem relevant to them because they must begin with simple word problems. Therefore, we should try to engage their interest by explaining the progression that will be made to more relevant problems.

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Math Education

Plan Period: FY10

Outcome ID#: 6043

Outcome Description

Developmental Mathematics II students will be able to solve linear equations.

Outcome Strategy

Lectures, class discussions, homework assignments, and laboratory assignments will be designed to teach students and cause them to practice solving linear equations.

Outcome Method

All Developmental Mathematics II instructors will include a section on the Final Exam for the course which requires students to solve linear equations. Each Developmental Mathematics II instructor will record each student's percent correct on the linear equations section of the Final Exam and report results to the Division Chairperson for Mathematics and Science. Students will be deemed to have mastered this topic if they earn 60% of the points allotted for this topic on the Final Exam.

Outcome Criterion

70% of a sampling of Developmental Mathematics II students chosen from each TVCC campus which offers Developmental Mathematics II will demonstrate mastery by earning 60% of the points allotted for this topic on their Final Exam.

Strategic Plan Relationship

"To understand mathematical information and utilize mathematical skills" our students will need to be able to solve equations. This is basic to all mathematics.

"To demonstrate qualitative and quantitative critical thinking skills" our students will need to employ algebraic skills in many varying fields of study.

Outcome Results

355 students from 17 sections of Elementary Algebra (Devl 0309) were surveyed. These sections reported included sections from all campuses of TVCC (including our TDCJ units) that offer Devl 0309. 63.5% of the students tested were successful at scoring at least 60% on the linear equations portion of a test. While this is a good improvement over last year's percent successful, it still falls short of our 70% successful goal.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Our mathematics instructors' commitment to emphasize, evaluate and report this learning outcome substantially improved. The results also improved substantially. The fact that this topic is basic to success in any subsequent mathematics class makes it necessary for us to somehow convince our students that this is not a skill that they can "dump" as soon as the chapter devoted to it has passed. The developmental mathematics department will

collectively and individually find ways to keep students current in this basic skill.

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Math Education

Plan Period: FY10

Outcome ID#: 6051

Outcome Description

Intermediate Algebra students will demonstrate their ability to factor polynomials.

Outcome Strategy

Lectures, class discussions, and homework assignments will be used to teach students and let them practice

Outcome Method

All Intermediate Algebra instructors will include on their Final Exams a section with questions requiring students to factor polynomials. Each Intermediate Algebra instructor will record each student's percent correct on this section and report the results to the Division Chairperson for Mathematics & Science. Students will be deemed to have mastered this topic if they earn 70% of the points allotted for this topic on a Final Exam.

Outcome Criterion

70% of a sampling of Intermediate Algebra students chosen from each TVCC campus which offers Intermediate Algebra will demonstrate mastery by earning 70% of the points allotted for this topic on their Final Exam.

Strategic Plan Relationship

"To understand mathematical information and utilize mathematical skills" our students will need this basic mathematical skill. Each course which includes high school algebra, intermediate algebra, or college algebra as a prerequisite will assume that our students can factor polynomials.

"To demonstrate qualitative and quantitative critical thinking skills" our students will need a basic mathematical skill like factoring. Also the methods needed in factoring polynomials comprise a complex series of steps which in themselves teach critical thinking skills.

Outcome Results

237 students from 11 sections of Intermediate Algebra on all campuses (including our TDCJ units) where Devl 0310 is offered were surveyed. 79.6% of those tested were successful at achieving at least 70% correct on the portion of a test that measured factoring polynomials. This significantly exceeded our goal of 70% successful.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

After several years of not being able to achieve our goal, we finally got the commitment on the part of instructors and students to achieving and reporting this important result. Our department now understands that everyone needs to report results in order to get a good overview and in order to achieve success.

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Math Education

Plan Period: FY10

Outcome ID#: 6052

Outcome Description

Developmental Mathematics II and Intermediate Algebra students will demonstrate the ability to read, analyze, and translate word problems into equations and to solve the equations in order to solve the problem.

Outcome Strategy

Lectures, class discussions, homework assignments, and laboratory assignments (in Developmental Mathematics II) will be used to teach students and let them practice setting up equations and solving them. Using common homework and laboratory assignments this year should standardize our implementation strategy. No instructor should omit or slight this important topic. Additionally, instructors should explain to students that setting up equations to solve word problems must use relatively easy (not necessarily relevant) problems in the beginning.

Outcome Method

All Developmental Mathematics II and Intermediate Algebra instructors will include a section on word problems on the Final Exam for their course. Each instructor will record each student's percent correct on this section (or on a separate "word problems" test) and report the results to the Division Chairperson for Mathematics & Science. Students will be deemed to have improved significantly on this topic if they earn 65% of the points allotted for this topic on the Final Exam (or on the separate "word problems" test). The reason to allow a separate "word problems" test is the frustrating tendency of students to omit word problems on a Final Exam where there are many other questions allowing the student to pass without attempting the word problems.

Outcome Criterion

50% of a sampling of Developmental Mathematics II and Intermediate Algebra students including students from each TVCC campus which offers these courses will demonstrate significant improvement by earning 65% or more of the points allotted for this topic on the Final Exam or on a separate "word problems" test.

Strategic Plan Relationship

Learning to set up and solve word problems in algebra teaches students to interpret the words in the problem into a mathematical tool (an equation) for solving the problem.

"To understand mathematical information and utilize mathematical skills": Our students will be learning the basis of applying algebra to the many different fields which require its use.

"To demonstrate qualitative and quantitative critical thinking skills": Our students must practice critical thinking when they set up equations that will solve problems. This skill is one of the basic tools needed in critical thinking.

Outcome Results

526 students from 25 Elementary Algebra or Intermediate Algebra sections, representing all the campuses which offer Devl 0309 and/or Devl 0310, were surveyed. 62.9% of those tested were successful at achieving at least 65% correct on the portion of the exam that was devoted to word problems. This was significantly better than our goal of 50% successful at the 65% correct level.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

We see the department's commitment to universal evaluation and reporting as the significant difference. Involving all faculty in evaluation and reporting is the necessary change we hope to achieve in all areas chosen as learning outcomes.

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Math Education

Plan Period: FY11

Outcome ID#: 6331

Outcome Description

Developmental Mathematics II students will be able to solve linear equations.

Outcome Strategy

Lectures, class discussions, homework assignments, and laboratory assignments will be designed to teach students and cause them to practice solving linear equations.

Outcome Method

All Developmental Mathematics II instructors will include a section on the Final Exam for the course which requires students to solve linear equations. Each Developmental Mathematics II instructor will record each student's percent correct on the linear equations section of the Final Exam and report results to the Division Chairperson for Mathematics and Science. Students will be deemed to have significantly improved on this topic if they earn 60% of the points allotted for this topic on the Final Exam.

Outcome Criterion

65% of a sampling of Developmental Mathematics II students chosen from each TVCC campus which offers Developmental Mathematics II will demonstrate significant improvement by earning 60% of the points allotted for this topic on their Final Exam. 65% is higher than we were able to achieve on this important topic last year.

Strategic Plan Relationship

Solving linear equations is basic to all mathematical learning.

Outcome Results

193 Developmental Math II students, from 14 sections, representing all 4 campuses (counting TDCJ as separate campus) which offer Developmental Mathematics, were evaluated. 70% of students met the 60% success criteria. We finally found a level from which to build. Linear equations is such an important learning tool that we will need to continue evaluating this learning outcome. There is much room for improvement.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

The criteria for success should be at least 70%.

Planned Distance Learning Improvement as an Outcome Result

One campus is considering offering more Distance Learning courses of all types. No decision has been communicated about the probability of offering Distance Learning Developmental Mathematics courses.

Developmental Math Education

Plan Period: FY11

Outcome ID#: 6355

Outcome Description

Intermediate Algebra students will demonstrate their ability to factor polynomials.

Outcome Strategy

Lectures, class discussions, and homework assignments will be used to teach students and let them practice factoring.

Outcome Method

All Intermediate Algebra instructors will include on their Final Exams a section with questions requiring students to factor polynomials. Each Intermediate Algebra instructor will record each student's percent correct on this section and report the results to the Division Chairperson for Mathematics and Science. Students will be deemed to have mastered this topic if they earn 70% of the points allotted for this topic on a Final Exam.

Outcome Criterion

80% of a sampling of Intermediate Algebra students chosen from each TVCC campus which offers Intermediate Algebra will demonstrate mastery by earning 70% of the points allotted for this topic on their Final Exam.

Strategic Plan Relationship

"To understand mathematical information and utilize mathematical skills" our students will need this basic mathematical skill. Each course which includes high school algebra, intermediate algebra, or college algebra as a prerequisite will assume that our students can factor polynomials.

Outcome Results

218 students, from 16 sections, representing all 4 campuses (including TDCJ as a campus) which offer Developmental Mathematics, were evaluated. 70% were successful at the 70% success criteria. Our goal was 80% successful. We did not meet our goal.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Factoring is a necessary skill for College Algebra (the immediate purpose of Intermediate Algebra). We need to help students raise their success level. We believe that what we are doing is the best strategy for helping students succeed, but we will strive for greater acceptance of this goal by students.

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Math Education

Plan Period: FY11

Outcome ID#: 6356

Outcome Description

Developmental Mathematics II and Intermediate Algebra students will demonstrate the ability to read, analyze, and translate word problems into equations and to solve the equations in order to solve the problem.

Outcome Strategy

Lectures, class discussions, homework assignments, and laboratory assignments (in Developmental Mathematics II) will be used to teach students and let them practice setting up equations and solving them. Using common homework and laboratory assignments this year should standardize our implementation strategy. No instructor should omit or slight this important topic. Additionally, instructors should explain to students that setting up equations to solve word problems must use relatively easy (not necessarily relevant) problems in the beginning.

Outcome Method

All Developmental Mathematics II and Intermediate Algebra instructors will include a section on word problems on the Final Exam for their course. Each instructor will record each student's percent correct on this section (or on a separate "word problems" test) and report the results to the Division Chairperson for Mathematics & Science. Students will be deemed to have improved significantly on this topic if they earn 65% of the points allotted for this topic on the Final Exam (or on the separate "word problems" test). The reason to allow a separate "word problems" test is the frustrating tendency of students to omit word problems on a Final Exam where there are many other questions allowing the student to pass without attempting the word problems.

Outcome Criterion

65% of a sampling of Developmental Mathematics II and Intermediate Algebra students including students from each TVCC campus which offers these courses will demonstrate significant improvement by earning 65% or more of the points allotted for this topic on the Final Exam or on a separate "word problems" test.

Strategic Plan Relationship

Learning to set up and solve word problems in algebra teaches a student to interpret the words in the problem into a mathematical tool (an equation) for solving the problem. This requires analyzing and interpreting and evaluating.

"To understand mathematical information and utilize mathematical skills", our students will be learning the basis of applying algebra to the many different fields which require its use.

Our students must practice critical thinking when they set up equations that will solve problems. This skill is one of the basic tools needed in critical thinking. A decision on which model applies must also be made by students.

Outcome Results

349 students, from 25 sections, representing all 4 campuses (including TDCJ campuses) that offer Developmental Mathematics, were evaluated. 60% were successful at the 65% success criteria. We did not meet our modest goal of 65% successful at the 65% success criteria. Moreover, several highly successful instructors did not report on this topic.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

We will redouble our efforts to get students not to omit word problems and to realize that they can be successful at working them. This may be a psychological problem as much as a mathematical problem. Many instructors indicated that the omission of word problems made the analysis of student scores useless.

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Reading Education

Plan Period: FY06

Outcome ID#: 237

Outcome Description

A majority of developmental reading 0306 and 0307 students will successfully complete the developmental studies course.

Outcome Strategy

Lectures, class discussions, practice exercises, and tests covering a combination of reading skills will be incorporated into the class session. Reading skills required by THEA will be the focus of the course. These skills are (1) meaning of words and phrase, (2) main idea and details, (3) relationship among ideas, (4) critical thinking, (5) writer's purpose and tone, and (6) study skills in reading.

Outcome Method

The post-TASP test will be given at the end of the semester to all developmental reading students.

Outcome Criterion

The developmental reading students enrolled in 0306 will be able to correctly answer at least 40 percent of the questions on the post-TASP test at the end of the semester and have a C class average in order to be placed into 0307 for the next semester.

Strategic Plan Relationship

By successfully completing developmental reading 0307, the student will be allowed to enter certain courses that were blocked by THEA and continue toward a degree of choice.

Outcome Results

This goal was successfully met. In overall scores 72% of the class demonstrated a better understanding of comprehension skills overall. In 0306 80% of the students demonstrated an improvement in overall reading comprehension.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

I will reword this learning outcome to better reflect the specific skills that the student demonstrated.

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Reading Education

Plan Period: FY06

Outcome ID#: 238

Outcome Description

A majority of the developmental 0306 and 0307 students will improve reading comprehension skills.

Outcome Strategy

Class lectures, class discussions, practice exercises, and mastery tests will be used to increase student's reading comprehension in specific areas such as meaning of words and phrases, main idea and supporting details, relationship among ideas, critical thinking, writer's purpose and tone, and study skills in reading. Reading to students will give them a model, and at times students will read aloud in class.

Outcome Method

The instructor will give a pre-TASP test at the beginning of the semester and a post-TASP test at the end of the semester to reading 0307 developmental students and 0306 developmental students in class.

Outcome Criterion

At least 50 percent of all developmental reading students will improve their initial score on the pretest TASP that was given at the beginning of the semester as evidenced by the Post-text TASP given at the end of the semester.

Strategic Plan Relationship

This outcome relates to the ability to read and comprehend written texts as stated in TVCC's Educational Outcomes. Reading comprehension is the foundation of all subsequent courses.

Outcome Results

The desired outcome was met for students in 0306 and 0307 reading. The pre-Tasp was given during the first week of school, and the post-Tasp was given the final week and compared. Form E version of the Nelson Denny Reading Test was given in lab during the first week while the form C Nelson Denny was given at midterm along with a testing lesson in the lecture classroom situation. The lab gave the Form F version of the Nelson Denny during the last week of the semester. On both tests a majority of the students improved their reading comprehension and test taking skills. More than 50% of the students increased their scores on the pre-Tasp.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

I will focus on another reading skill as I perfect my program and classroom techniques to better serve the learner.

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Reading Education

Plan Period: FY06

Outcome ID#: 239

Outcome Description

Developmental reading students who have successfully completed reading 0307 will make the same or higher grade point averages than non developmental students in History 1301.

Outcome Strategy

Lectures, class discussions, practice exercises, and tests covering a combination of reading skills, as defined by THEA, will be stressed. These skills are (1) meaning of words and phrases, (2) main idea and supporting details, (3) relationship among ideas, (4) critical thinking, (5) writer's purpose, and (6) study skills in reading.

Outcome Method

Observation of data reflecting grade point averages of all students enrolled in History 1301 at the end of the semester.

Outcome Criterion

Compare the developmental reading student's grade point averages with students who were not required to take Developmental Reading 0307.

Strategic Plan Relationship

The outcome will show the success of the developmental reading program at TVCC, and how it transfers into our core courses with at risk students.

Outcome Results

This goal cannot be measured until after the student enters History 1301 and finishes the course. It was an unrealistic goal.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

I will change the goal since it cannot be measured the same semester.

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Reading Education

Plan Period: FY07

Outcome ID#: 481

Outcome Description

Students will demonstrate that they can locate major supporting details in a paragraph and passage.

Outcome Strategy

Classroom lectures, discussions, oral practices , and group work with graded exercises will be given during class. The instructor will model techniques for locating the major supporting details in a paragraph and passage.

Outcome Method

Daily review tests and written exercises will be given throughout the semester. Mastery tests covering the skills will be given and results discussed with the students. At the end of each semester a Post-Tasp test will be given, and students will be handed an assessment form with the pre and post-Tasp skills marked for each student. They should see their improvement in each skill area by looking at the questions they missed. The preTasp will be given during the first or second week of the semester.

Outcome Criterion

At least 60 percent of the students will improve scores on the Post-Tasp test given at the end of the semester when compared to their Pre-Tasp tests given at the beginning of the semester.

Strategic Plan Relationship

This outcome refers to the ability to read and comprehend written texts as stated in TVCC's Educational Outcomes. Reading Comprehension is the foundation of all subsequent courses.

Outcome Results

Evaluations of classroom work using the Mastery tests for each chapter confirm that in the area of location the supporting details students scored an average of 75% on the tests measuring this skill. After comparing the PreTasp scores to the PostTasp scores, 85% of the students improved in this area. We successfully met our goal of 60%.

Relationship to general education goals:

This outcome refers to the ability to read and comprehend written text as stated in TVCC's Educational Outcomes. Reading comprehension is the foundation of all subsequent courses. Students must be able to distinguish between the main idea and the supporting details in order to establish critical thinking skills. These same skills are used in writing as well as reading of any subject matter offered at the college level. The six reading skills taught in our class are essential in order for students to master higher level materials required in college.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

At this time we do not feel that changes are necessary in the program. But since our numbers are growing in classes, we are requesting an additional fulltime reading instructor to help cover the Athens campus and prison

system.

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Reading Education

Plan Period: FY07

Outcome ID#: 482

Outcome Description

Students will demonstrate that they can find the main idea in a paragraph or passage.

Outcome Strategy

Classroom lectures , discussions, oral practice exercises will be used during class sessions. The instructor will model reading techniques for the students centered around locating the main idea in paragraphs such as pointing out lists of supporting details that surround the main idea.

Outcome Method

Daily review tests will be given for the skill and written practice exercises will be graded and discussed in order to show the students' progress. Mastery tests covering the skill of main idea will be given and discussed with the student. Students will be given the preTasp test at the beginning of the semester and at the end of the semester in order to compare their results and see their strengths and weaknesses.

Outcome Criterion

At least 60% of the students will improve scores on the Post-Tasp test when compared to their Pre-Tasp test given the first week of class on the skill of finding the main idea in written texts.

Strategic Plan Relationship

This outcome refers to the ability to read and comprehend written texts as stated in TVCC's Educational Outcomes. Reading Comprehension is the foundation of all subsequent courses

Outcome Results

The reading program exceeded our goal of 60% of the students scoring higher on the PostTasp test. 75% of the students improved their Pretasp scores related to finding the main idea in materials. Students must be able to separate the main idea from the supporting details in order to develop critical thinking skills based on the information given. We are very satisfied that our program is working to achieve these goals.

Relationship to General Education goals:

Reading comprehension is the foundation of all subsequent courses. Each chapter from our text incorporates the main idea in its lesson while it introduces an additional reading skill. It is important that students combine skills taught in previous chapters in order to see the relationships of each skill and realize the connections to establish total comprehension of the authors purpose, resulting in the critical thinking process.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Our program is looking for a new lab software to help us teach the skills needed. Our current software program is very old and in need of replacement. But we do not see any need to change our lecture classes based on our performance. We successfully achieved our goals and will continue to do so in the future.

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Reading Education

Plan Period: FY07

Outcome ID#: 483

Outcome Description

A majority of the developmental reading students will improve their overall comprehension skills upon completion of the course.

Outcome Strategy

Class lectures, class discussions, practice exercises, and mastery tests will be used to increase student's awareness of skills in specific areas such as meaning of words and phrases, main idea and supporting details, relationship among ideas, critical thinking, writer's purpose and tone, and study skills in reading. Reading to students will give them a model, and at times students will read aloud in class.

Standardized testing will be administered periodically throughout the course and discussed with the student so that they understand different methods of testing.

Outcome Method

The Pre-Tasp test will be given during the first week of the semester, and the Post-Tasp will be given near the end of the semester so the student can see improvement in all skill areas .

Outcome Criterion

At least 60 % of all developmental reading students will improve their initial score on the Post-Tasp test when compared to the Pre-Tasp test. Their overall comprehension rates will improve as a result of all their hard work.

Strategic Plan Relationship

The desired outcome relates to the ability to read and comprehend written text as stated in TVCC's Educational Outcomes. Reading comprehension is the foundation of all subsequent courses.

Outcome Results

Reading comprehension involves multiple skills. Our program is successful in establishing improvement of these skills. 85% of the developmental students enrolled in reading this spring improved their overall comprehension scores as evidenced by the Pretasp and Posttasp results. We feel this is a remarkable feat since our goal was set at 60%.

Relationship to the General Education Goals: The desired outcome relates to the ability to read and comprehend written text as stated in TVCC's Educational Outcomes. Since reading comprehension is the foundation of all subsequent courses, our students read a variety of materials from different subject areas. Lectures and labs stress skills such as vocabulary in context, main idea and supporting details,, implied main ideas and central points, relationships, fact and opinion, inferences, and the author's purpose and tone. All these skills are essential to understanding written text in any college course.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

We feel that we can raise our rates to 70% during the coming year. We are also looking for new software to use in our lab program since our current materials are so outdated. Hopefully we will have a new lab software program ready for the Fall 07 semester.

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Reading Education

Plan Period: FY08

Outcome ID#: 1194

Outcome Description

Students will demonstrate that they can find the main idea in a paragraph or longer passage.

Outcome Strategy

Classroom lectures, oral discussions and practice exercises, readings from the textbook and computer generated exercises online.

The instructor will model reading techniques for the students centered around locating the main idea in paragraphs and longer materials. A PreTasp test will be given during the first week to let the students know what reading skills are weak for them.

Outcome Method

Daily review tests will be given for this skill and written practice exercises will be graded and discussed in order to show the student's progress. Mastery tests covering the skill of finding the main idea will be given and discussed with the students. Near the end of the semester, a Post Tasp test will be given covering this skill to see if the student has mastered the skill. A final exam will be given that covers all the skills taught during the semester.

Outcome Criterion

At least 60% of the students will improve scores on the Post-Tasp test when compared to the Pre-Tasp test given the first week of classes.

Strategic Plan Relationship

This outcome refers to the ability to read and comprehend written texts inside and outside the classroom as stated in TVCC's Educational Outcomes. Reading Comprehension is the foundation of all subsequent courses.

Outcome Results

We were successful in completing outcome 1. A majority of our reading students were able to comprehend the main idea of a passage or paragraph. This was shown in the Mastery tests that were given as well as their ending final exam(Pretasp 02) scores. There were four questions relation in finding the main idea on the pretasp. A majority of the students got these questions correct.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

There will be changes, but not as a result of the evaluation. Changes include adoption of a new book and lab materials. We would also like to be able to move students from 0306 completely out of the course in one semester if they show that they are ready to complete college courses. Our summer intensive program will be a model for us to make this last change.

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Reading Education

Plan Period: FY08

Outcome ID#: 1195

Outcome Description

Students will be able to identify major and minor supporting details in a paragraph or longer passage.

Outcome Strategy

Classroom lectures, discussions, oral practice exercises during class sessions, and readings from the textbook. Computer lab exercises will follow the same skills taught in lecture. Textbook exercises at the end of each chapter will be finished in and outside the classroom. The instructor will model techniques for finding the supporting details in a paragraph or longer passage.

Outcome Method

A pretest (Tasp) will be given during the first week of classes. It will be graded and discussed with the students. Daily review tests and written exercises will be given after each chapter. Mastery tests covering the skill will be given and results discussed with the students. Near the end of the class semester a Post test (Tasp) will be given to compare with the pretest given during the first week of classes.

Outcome Criterion

At least 60% of the students will improve their ability to recognize the supporting details in a paragraph or longer passage.

Strategic Plan Relationship

This outcome refers to the ability to read and comprehend written texts as stated in TVCC's Educational Outcomes. Each chapter incorporates the main idea and supporting details in its lesson while it introduces an additional reading skill. It is important that students combine skills taught in previous chapters so they can see the relationship of each skill and how mastery of these skills leads to total comprehension of the authors purpose.

Outcome Results

We have successfully completed this outcome. In reading 0306, of those who stayed in the course, 100% passed to reading 0307. In reading 0307, of those who stayed in the course, 85% passed the course. Ten withdrew and nine received an i.p.(in progress). This result was above the 60% that we had predicted in our outcomes.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

We will be adopting a new textbook for the fall semester and new lab materials. The lab materials were not extensive enough, so we decided to adopt a book with a lab program to support our text. We also will try to model our program after the summer intensive program which allows students to move from the lower level of reading to a completion level in one semester.

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Reading Education

Plan Period: FY08

Outcome ID#: 1196

Outcome Description

Developmental students I and II will improve their overall reading comprehension skills upon completion of the course.

Outcome Strategy

Class lectures, class discussions, practice exercises, and mastery tests will be used to increase student's awareness of skills in specific areas such as meaning of words and phrases, main idea and supporting details, relationship among ideas, critical thinking, writers purpose and tone, and study skills in reading. Modeling for students will give them a hear how paragraphs should be read; at times students will read out loud in class to practice these skills. Standardized testing will be done periodically throughout the course to check and compare grade levels on different testing tools.

Outcome Method

the PreTasp will be given during the first week of the semester and the PostTasp given near the end of the semester for a comparison. Periodically during the semester several standardized tests will be given in order to compare results with the PreTasp scores.

Outcome Criterion

At least 60% of all developmental reading students will improve comprehension rate scores on the PostTasp when compared to the PreTasp.

Strategic Plan Relationship

The ability to read and comprehend written texts inside and outside the classroom as stated in TVCC's Educational Outcomes. Reading comprehension is the foundation of all subsequent courses.

Outcome Results

Our goals were met when comparing the pre and post tests. Of those who stayed in the course the full semester, 88% passed in both courses. This was more than the 60% we had predicted. With the lab reinforcing the skills taught in the classroom and the daily exercises, we were able to see improvement in the scores of the mastery tests as well as the final post test.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

NA

Planned Distance Learning Improvement as an Outcome Result

We are adopting a new book with new lab materials that support the text. Our numbers were strong, but may be stronger with the lab support improvements. We are planning on using the summer intensive program as a model to improve our passing rate. Students should be able to move from 0306 and 0307 in one semester if they

meet the requirements of the course.

Developmental Reading Education

Plan Period: FY09

Outcome ID#: 5761

Outcome Description

Reading I and II students will demonstrate that they can find the main idea in a paragraph or longer passage.

Outcome Strategy

Classroom lectures, oral discussions and practice exercises , readings from the textbook and computer generated exercises online. The instructor will model reading techniques for the students centered around locating the main ideas in paragraphs and longer materials. A pretest will be given during the first week to let the students know what reading skills are weak for them.

Outcome Method

Mastery tests covering the skill of finding the main idea will be given and their results discussed with the students. Near the end of the semester a test will be given to see if the student has mastered the skill. A final exam will be given that covers all the skills taught during the semester. One test will be a paper test and one will be a computer test. Daily review tests will be given for this skill and written practice exercises will be graded and discussed in order to show the student's progress.

Outcome Criterion

At least 60% of all the reading students will improve scores on the post test when compared to the pretest given the first week of classes.

Strategic Plan Relationship

This outcome refers to the ability to read and comprehend written texts inside and outside the classroom as stated in TVCC's Educational Outcomes. Reading Comprehension is the foundation of all subsequent courses.

Outcome Results

Students were successful in meeting this outcome. More than 60% of the reading I and II students proved they could find the main idea in a paragraph. Evidence was found in their daily averages of exercises, tests, and post test relating to finding the main idea. Evidence was also displayed in the classroom with oral communication between teacher and student on a one on one basis. The students were very ENGAGED with the instructor and the classmates.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

There will be no changes made since the findings were successful. The idea evaluation supports that I was very successful in communicating with these students and they understood clearly what skill I was teaching.

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Reading Education

Plan Period: FY09

Outcome ID#: 5763

Outcome Description

Students will be able to separate major and minor details in a paragraph or longer passage.

Outcome Strategy

Classroom lectures, discussions, oral practice exercises during class sessions, and readings from the textbook. Computer lab exercises will strengthen the same skills taught in lecture. Textbook exercises at the end of each chapter will be finished in and outside the classroom. The instructor will model techniques for finding the supporting details in a paragraph or longer passage.

Outcome Method

A pretest will be given during the first week of classes. It will be graded and discussed with the students. Daily review tests and written exercises will be given after each chapter. Mastery tests covering the skill will be given and results discussed with the students. Near the end of the class semester a post test will be given to compare with the pretest given during the first week of classes.

Outcome Criterion

At least 60% of the students will improve their ability to recognize the supporting details in a paragraph or longer passage.

Strategic Plan Relationship

This outcome refers to the ability to read and comprehend written texts as stated in TVCC's Educational Outcomes. Each chapter incorporates the main idea and supporting details in its lesson while introducing an additional reading skill. It is important that students combine skills taught in previous chapters so that they can see the relationship of each skill and how mastery of these skills leads to total comprehension of the authors purpose,.

Outcome Results

It is very important that students be able to separate the major from the minor details in a passage or paragraph. The outcomes were successful. Evidence was presented in oral test, exercises, paper tests, and computer lab assignments. Everyone mastered the online skills presented in MY READING LAB relating to supporting details. Evidence was also present in their scores of pretasp and postasp tests. Mastery tests results also showed much improvement. Classroom engagement also showed that students had mastered this skill. Oral teacher/student interactions were also proof of this successful outcome.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

There will be no changes in the method of delivery in the classroom lecture environment. There may be changes in the Weaver Online program and the My Reading Lab program to better enable the students to understand their scores in lab exercises. These changes will be coordinated with the program providers. Of course, I still

have concerns about mixing levels I and II in the same classroom, but I do not see that going away anytime soon because of scheduling problems.

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Reading Education

Plan Period: FY09

Outcome ID#: 5765

Outcome Description

Developmental reading students will improve their overall reading comprehension skills upon completion of the course.

Outcome Strategy

Class lectures, class discussions, practice exercises, and mastery tests as well as computer lab assignments will be used to increase student's awareness of skills in specific areas such as meaning of words and phrases, main idea, supporting details, relationship among ideas, critical thinking, writer's purpose and tone, and study skills in reading. Modeling for students will give them a chance to hear how a paragraph should be read: at times students will read out loud in class to practice these modeling skills. Standardized testing will be done periodically throughout the course to check and compare grade levels on different testing measurements.

Outcome Method

A pretest will be given during the first week of the semester and a post test will be given near the end of the semester for a comparison. Several standardized reading tests will be given in order to compare results with other standardized test scores.

Outcome Criterion

At least 60% of all developmental reading students will improve comprehension rate scores on the post test when compared to the pretest.

Strategic Plan Relationship

The ability to read and comprehend written texts inside and outside the classroom as stated in TVCC's Educational Outcomes. Reading comprehension is the foundation of all subsequent courses.

Outcome Results

This outcome was successful. More than 60% of the students met the stated outcome. Evidence was present in the final combined skills outcome test given at the end of the semester. Pretasp and posttasp scores were compared along with a combined skills test to determine if the student passed the class. Lab scores were compared and added into the overall equation. These outcomes supported TVCC's General Educational Outcomes which states that students will have the ability to read and comprehend written texts inside and outside the classroom.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

No changes will be made to the outcome or lecture delivery of the skill involved in the outcome. Lab changes will be considered with the online coordinators of My Reading Lab. Concerns still exist with the combining of Reading I and II students, but because of scheduling problems, this cannot be avoided.

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Reading Education

Plan Period: FY10

Outcome ID#: 6068

Outcome Description

Reading students will demonstrate that they can find the main idea in a paragraph or longer passage.

Outcome Strategy

Classroom lectures, oral discussions, and practice exercises, readings from the textbook and computer generated exercises online in the reading lab setting. the instructor will model reading techniques for the students centered around locating the main ideas in a paragraph and longer materials.

Outcome Method

Mastery tests covering the skill of finding the main idea will be given and their results discussed the students. Near the end of the semester a test will be given that covers all the combined reading skills.

Outcome Criterion

After the main idea lessons are given, 60% of the reading I and II students will improve their scores on finding the main idea in a paragraph or longer passage. This is reflected in grades from the mastery tests.

Strategic Plan Relationship

This outcome refers to the ability to read and comprehend written texts inside and outside the classroom as stated in TVCC's Educational Outcomes. Reading comprehension is the foundation for all subsequent courses

Outcome Results

We successfully met our goals of 60% of our students recognizing the main idea in materials. We were able to identify students who had leaning disabilities and give them extra time on tasks and readers to achieve this goal. Student services was a great help in administering tests and providing readers for these LD students. Results were gathered from daily work, oral and written, tests, and final exams, as well as standardized testing using several different testing forms from various companies. Many of our students used tutors from the special services department during the semester. I feel this helped a lot in their movement forward.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

There will be no changes made in this outcome because we exceeded our goal. This program was successful and does not need any modification at this time.

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Reading Education

Plan Period: FY10

Outcome ID#: 6069

Outcome Description

Students will be able to separate major and minor details in a paragraph or longer passage.

Outcome Strategy

Students will be engaged in classroom discussions and classroom lectures, oral practice exercises, and readings from the textbook. The instructor will model reading skills related to finding the major and minor details.

Outcome Method

Daily review tests and written exercises will be graded and discussed with the students after the skill is taught. Mastery tests will be given and results discussed with the students. The final exam will cover the skill of recognizing the supporting details in paragraphs and longer passages.

Outcome Criterion

Strategic Plan Relationship

To improve reading skills focused on comprehending, analyzing, interpreting, and evaluating printed materials. This outcome refers to the ability to read and comprehend written tests as stated in TVCC's Educational Outcomes. Each chapter incorporated the main idea and supporting details in its lessons while introducing an additional reading skill. It is important that students combine the skills taught in the previous chapters so that they can see the relationship of each skill and how mastery of these skills leads to total comprehension of the author's purpose.

Outcome Results

This goal was successfully met. Students were able to read and analyze passages to separate the major and minor details. In turn this enabled them to realize the author's purpose. 80% of the students finishing the class met the goal set in the beginning of 60%. Students were engaged with other students in class as well as the teacher in oral communications. Assignments were turned in and graded in a timely manner and discussed with students for their further understanding of the skill being taught. Tests were used to evaluate the progress. A Post test was used to measure their understanding of all skills taught during the semester.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

At this time there will be no changes to the program in the lecture area, but the Lab will be using a new program this Fall to further facilitate understanding of these skills taught in the lecture classes.

Planned Distance Learning Improvement as an Outcome Result

No distance learning classes were offered.

Developmental Reading Education

Plan Period: FY10

Outcome ID#: 6154

Outcome Description

The developmental reading students will improve their overall reading comprehension skills upon completion of the course.

Outcome Strategy

Class lectures, class discussions, practice exercises, and mastery tests as well as computer lab online exercises. All will be used to increase the student awareness of the reading skills taught in the lecture classroom. Modeling by the teacher will give them a chance to hear how a paragraph should be read: at times students will read in class and answer questions orally. Standardized tests will also be given and discussed with students.

Outcome Method

A pretest will be given during the first week of the semester and a post test will be given near the end. Mastery test will be given at the end of every chapter to measure skill understanding. At the end of the semester a test over the book will also be given with skills mixed covering paragraphs.

Outcome Criterion

At least 60% of all developmental reading students will improve comprehension scores on the post test when compared to the pretest given during the beginning of the semester.

Strategic Plan Relationship

The ability to read and comprehend written texts inside and outside the classroom as staged in TVCC's Educational Outcomes. Reading in the foundation of all subsequent courses.

Outcome Results

We were unable to separate the students in Reading I from those in Reading II. However, we did achieve our goal of improving the overall comprehension power of our classes. Evidence was shown in the final results of our grades, standardized testing, and final exam over all the skills taught during the semester. 80% of our students improved their reading comprehension abilities. Engagement occurred in the classroom with oral exercises, communications with the teacher and students and help from our tutors in the tutor program of Gerald Wilson.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Once again we are requesting that Reading I and II students be separated in different classrooms during the lecture hours. The Lab situation is acceptable since each student is individualized on the computer programs. It proves to be a hard task to teach students who score 2nd grade through 10th grade in the same class sessions. We may not be able to make this change until Spring of 2011, but it will come. Until then we will relocate our lab into another building and hire a full time lab coordinator to assist in the learning activities.

Planned Distance Learning Improvement as an Outcome Result

Developmental Reading Education

Plan Period: FY11

Outcome ID#: 6399

Outcome Description

Reading students will demonstrate that they can find the main idea in a paragraph or longer passage.

Outcome Strategy

This will be accomplished through classroom lectures, oral discussions and practice exercises, readings from the textbook and computer generated exercises online from their reading lab. The instructor will model reading techniques for the students centered around locating the main ideas in paragraphs and longer materials. A pre test will be given during the first week of classes. Results will be handed to each student so they can see where they are weak in reading skills.

Outcome Method

Mastery tests covering the skill of finding the main idea will be given and their results discussed with them. Near the end of the semester a post test will be given to see if the student has mastered the skill. A final exam will be given that covers all the skills taught from the textbook during the semester. Students will also be tested online in their computer labs. Daily review tests will be given for that skill and written practice exercises will be graded and discussed in order to show the student where their answers were wrong.

Outcome Criterion

At least 60% of all the reading students will improve scores on the post test when compared to the pretest.

Strategic Plan Relationship

Reading comprehension is the foundation for all subsequent courses.

Outcome Results

We have successfully fulfilled our goal. 60% of our students improved their main idea comprehension. This was shown on Mastery Tests for that chapter as well as pre and post tests TASP. Interaction with the teacher and other students was evident during class session, and group activities. Proof was also seen in their lab work using online programs to enhance reading.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

we are changing our lab program as a result of the overall evaluations and goals. Our lab instructor feels that we can make more progress by trying a different program.(for fall 2011)

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Reading Education

Plan Period: FY11

Outcome ID#: 6400

Outcome Description

Students will be able to recognize the major and minor details in a paragraph or longer passage.

Outcome Strategy

This will be accomplished through classroom lectures, oral discussions and practice exercises, readings from the textbook and computer generated exercises online from their reading lab. The instructor will model reading techniques for the students centered around locating the main ideas in paragraphs and longer materials. A pre test will be given during the first week of classes. Results will be handed to each student so they can see where they are weak in reading skills.

Outcome Method

Mastery tests covering the skill of finding major and minor details idea will be given and their results discussed with them. Near the end of the semester a post test will be given to see if the student has mastered the skill. A final exam will be given that covers all the skills taught from the textbook during the semester. Students will also be tested online in their computer labs. Daily review tests will be given for that skill and written practice exercises will be graded and discussed in order to show the student where their answers were wrong

Outcome Criterion

At least 60% of the students will be able to recognize the supporting details in a paragraph or longer passage.

Strategic Plan Relationship

Reading is the foundation for all subsequent courses.

Outcome Results

Students demonstrated that they could find the supporting details and separate the minor from the major details. Grades on Mastery Tests of supporting details indicated that 75% had mastered this skill.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Changes will be made in the labs. A new program will be added. The one used currently did not prove to be sufficient. We are changing from Aplia software to Pearson, My Reading Lab. Reporting information was not sufficient to show the required progress of the students with Aplia, the current program...We are hopeful that Pearson's program will give us an extensive report of the student's progress.

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Reading Education

Plan Period: FY11

Outcome ID#: 6401

Outcome Description

Reading students will improve their overall comprehension scores in all areas of the six skills taught during this semester.

Outcome Strategy

This will be accomplished through classroom lectures, oral discussions and practice exercises, readings from the textbook and computer generated exercises online from their reading lab. The instructor will model reading techniques for the students centered around locating the main ideas in paragraphs and longer materials. A pre test will be given during the first week of classes. Results will be handed to each student so they can see where they are weak in reading skills

Outcome Method

Mastery tests covering the skill of finding the main idea will be given and their results discussed with them. Near the end of the semester a post test will be given to see if the student has mastered the skill. A final exam will be given that covers all the skills taught from the textbook during the semester. Students will also be tested online in their computer labs. Daily review tests will be given for that skill and written practice exercises will be graded and discussed in order to show the student where their answers were wrong

Outcome Criterion

70% of the reading students will improve their overall reading comprehension.

Strategic Plan Relationship

Reading is the foundation of all subsequent courses.

Outcome Results

75% of the reading students improved their reading comprehension. We are pleased with this results. By using pre and post tests of TASP, online exercises, and mastery tests, we determined that our goal was successful.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

changes in lab programs (as mentioned in outcome 1, and 2)

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Writing Education

Plan Period: FY06

Outcome ID#: 192

Outcome Description

Students will know the elements of composition: purpose and audience; unity, focus, and development; and effective organization.

Outcome Strategy

Students will recognize the appropriateness of purpose, audience, or occasion by reading models of clear prose and by writing paragraphs of their own to demonstrate their recognition of these concepts. Students will know how to revise paragraphs that lack unity, focus and development by writing exercises and paragraphs from assigned prompts, receiving feedback from instructor, and revising the paragraphs. Students will be able to organize the paragraph unit by practicing writing paragraphs from models and guided by instruction.

Outcome Method

Students will practice writing paragraphs and essays from assigned prompts and will receive feedback from the instructor. Satisfactory performance will be determined by instructor.

Outcome Criterion

In the final writing sample at the end of Developmental writing I and II, at least sixty percent of the students will be ready to enroll in English 1301.

Strategic Plan Relationship

This strategy addresses four of TVCC's General Education Outcomes:

1. Written Communication: Standard grammar is vital to college survival. Students that practice standard language skills are able to answer essay style exam questions.
2. Critical Thinking: Critical thinking required in written communication in order to take the parts of grammatical structures and transform them into effective communication.
3. Computer Literacy: Students will write most of their assignments on laboratory computers in order to prepare them for computer use in the workplace.
4. Reading Comprehension: In order to write well, a student must be able to read examples of good writing and adapt those to their writing practice.

Outcome Results

See attachment of Writing Rubric used in Developmental Writing Courses with student example.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

This rubric has been deemed satisfactory in order for students to visualize their progress on each writing assignment; therefore, no changes are needed.

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Writing Education

Plan Period: FY06

Outcome ID#: 193

Outcome Description

Students can recognize effective sentences, including recognizing ineffective repetition; identifying sentence fragments and run-on sentences; identifying standard subject-verb agreement and other grammatical features; and recognizing imprecise and inappropriate word choice.

Outcome Strategy

Students will review grammatical structures and usage and gain insight into their value of standard written prose. After receiving instruction in writing effective sentences, students will practice writing from assigned prompts and other sources selected by the instructor.

Outcome Method

Students will test over these areas of grammatical structure and usage and will write exercises and paragraphs to practice identifying and revising sentences.

Outcome Criterion

In the final writing sample at the end of Developmental Writing I and II, sixty percent of the students will be ready to enroll in English 1301.

Strategic Plan Relationship

This strategy addresses four of TVCC's General Education Outcomes:

5. Written Communication:
6. Critical Thinking
7. Computer Literacy
8. Reading Comprehension

Outcome Results

Eighty-six of the Developmental Students taking the Placement Writing Sample at the end of the semester scored high enough to be placed in 1301 English.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Because of the high percentage success rate of passing students, it was easy to determine the one area of weakness from the few who did not pass. It was determined to allow more class time for elaboration in grammar practices, especially commas and fragmented sentences.

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Writing Education

Plan Period: FY06

Outcome ID#: 194

Outcome Description

Students can write a multi-paragraph essay by generating a topic or responding to a prompt; generating ideas and organizing them in an appropriate mode for a particular purpose and audience.

Outcome Strategy

After pre-testing, students will learn through reading and through exercises the basics of paragraph development, use of transitions, organizing and arranging paragraphs according to a guiding purpose and for a particular reader-audience. Students will see models of good essays. After receiving instruction in generating paragraphs to make essays, students will write essays and have them evaluated and receive further instruction from the instructor.

Outcome Method

In graded in-class writing assignments, students will write short essays, do grammar exercises, and give and received feedback from the instructor and peer reviewers.

Outcome Criterion

In the final writing sample at the end of Developmental writing I and II, at least sixty percent of the students will be ready to enroll in English 1301.

Strategic Plan Relationship

This strategy addresses four of TVCC's General Education Outcomes:

Written Communication: Standard grammar is vital to college survival. Students that practice standard language skills are able to answer essay style exam questions.

Critical Thinking: Critical thinking is required in written communication in order to take the parts of grammatical structures and transform them into effective communication.

Computer Literacy: Students will write most of their assignments on laboratory computers in order to prepare them for computer use in the workplace.

Reading Comprehension: In order to write well, a student must be able to read examples of good writing and adapt those to their writing practice.

Outcome Results

After grading and reviewing the student's first writing topic (a Narrative), it was used as a comparison for students to see his/her progress as the semester continued with future writing topics.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

As students continued to see similar errors in their writing papers, lessons were presented to alleviate various problems in punctuation, spelling, subject-verb agreement, run-ons and fragments.

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Writing Education

Plan Period: FY06

Outcome ID#: 195

Outcome Description

Students will know the parameters of a sentence.

Outcome Strategy

Students will review grammatical structures and gain insight into its value for standard written prose. To demonstrate the value of such writing, students will be shown examples of good sentence models. These will be extracted from examples in essays, periodicals, and other written works.

After receiving instruction in sentence building, students will practice writing from assigned prompts and other sources selected by the instructor.

Outcome Method

In a graded in-class writing assignment, students will write short essays, do grammar exercises, and receive feedback from the instructor and peer reviewers.

Outcome Criterion

In the final writing sample at the end of Developmental Writing II, sixty percent of the students will be ready to enroll in English 1301.

Strategic Plan Relationship

This project addresses four of TVCC's General Education Outcomes:

1. Written communication: Standard grammar is vital to college survival. Students that practice standard language skills are able to answer essay style exam questions.
2. Critical Thinking: Critical thinking is required in written communication in order to take the parts of grammatical structures and transform them into effective communication.
3. Computer Literacy: Students will write most of their assignments on laboratory computers in order to prepare them for computer use in the workplace.
4. Reading Comprehension: In order to write well, a student must be able to read examples of good writing and adapt those to their practices.

Outcome Results

As stated in the Developmental Writing LEAPS II, eighty-six percent of the students were placed in English 1301 because they satisfied the writing criteria used in the writing rubric, which correlates with the conventions of Edited American English.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Because of the high success rate of placement in English 1301, further review will be given to accelerate the

course to include writing in the professional world (Memos/Business Letters, etc.) to accommodate the student who is ready for advancement.

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Writing Education

Plan Period: FY07

Outcome ID#: 448

Outcome Description

LEAP ONE

Students will know the parameters of a sentence, including ineffective repetition; identifying sentence fragments and run-on sentences; standard subject-verb agreement along with inappropriate word choice.

Outcome Strategy

After receiving instruction in sentence building, students will practice writing from assigned prompts and other sources selected by the instructor. Students will review grammatical structure and examples of good sentence models. These models will be taken from the adopted textbook, other students' portfolios, newspaper articles, teacher-made transparencies and THEA practice material.

Outcome Method

Through in class writing assignments, students will complete short essays, practice textbook grammar exercises, and teacher instructed writing prompts. The attached rubric will be used to evaluate the essays and prompts so that a systematic approach will be useful to determine students' progress.

Developmental Writing Rubric-Levels I and II

(The Rubric Assessment Method is used to determine if students achieve the desired outcome on an essay to identify competencies and weaknesses)

#5 Professional Appearance: Are mechanics—e.g., grammatical usage, spelling, punctuation, sentence structure, graphics/illustrations, and typing—sufficiently.

Outcome Criterion

At least sixty percent of the Developmental Writing II students will be ready to enroll in English 1301 after a final writing sample is given and graded according to the rubric (see below) by members of the grading committee. This committee is representative of full-time and adjunct English faculty.

Strategic Plan Relationship

This project addresses four of TVCC's General Education Outcomes:

1. Written communication: Standard grammar is vital to college survival. Students that practice standard language skills are able to answer essay style exam questions.
2. Critical Thinking: Critical thinking is required in written communication in order to take the parts of grammatical structures and transform them into effective communication.
3. Computer Literacy: Students will write most of their assignments on laboratory computers in order to prepare them for computer use in the workplace.
4. Reading Comprehension: In order to write well, a student must be able to read examples of good writing and adapt those writing practices.

Outcome Results

Forty-seven percent of the students showed areas of weakness in subject-verb agreement and fragmented writing when given introductory essay and scored with writing rubric.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

More class time was spent using writing models from text (pages 352-355) to emphasize importance of organized and logical shifts in proper writing.

The three sections of Development Writing on the Athens Campus, which consist of seventy-one students, were involved in the writing model to perfect their essays.

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Writing Education

Plan Period: FY07

Outcome ID#: 449

Outcome Description

LEAP Two

Students will learn the elements of good paragraph formation with emphasis on a topic sentence that will effectively and constructively organized thoughts of structure and progression.

Outcome Strategy

After receiving instruction in sentence building, students will incorporate a main idea with relating details to elaborate the point through a one paragraph formation.

Outcome Method

Through in class writing assignments, students will use details to support the thesis or purpose of the paragraph. The paragraph will be reviewed and graded for content, supporting details, and proper mechanics as deemed in the writing rubric:

1. Content: Are ideas developed, applied, original, and with a central purpose?
2. Supporting Details: Are there adequate and appropriate details to support the paragraph's purpose?
3. Organization: Does the paragraph have a central focus, subject or argument?

Outcome Criterion

At least sixty percent of the Developmental Writing II students will be ready to enroll in English 1301 after a final writing sample is given and graded according to the Developmental Writing I and II Rubric (see below) by members of the grading committee. This committee is representative of full-time and adjunct English faculty.

Strategic Plan Relationship

This project addresses four of TVCC's General Education Outcomes:

1. Written communication: Standard grammar is vital to college survival. Students that practice standard language skills are able to answer essay style exam questions.
2. Critical Thinking: Critical thinking is required in written communication in order to take the parts of grammatical structures and transform them into effective communication.
3. Computer Literacy: Students will write most of their assignments on laboratory computers in order to prepare them for computer use in the workplace.
4. Reading Comprehension: In order to write well, a student must be able to read examples of good writing and adapt those writing practices.

Outcome Results

Many students (at least 60%) had insufficient details to support the thesis or purpose in order to construct a two page essay.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

The instructor used the adopted textbook (pages 39-47) for examples/models in developing support for topic sentences through elaboration. The models used to develop topic sentences and support through elaboration were presented to three sections of seventy-one students on the Athens campus. Because of this model, at least seventy-five percent of the seventy-one students showed success. This model guides the student and enables them to stay focus to their central idea.

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Writing Education

Plan Period: FY07

Outcome ID#: 450

Outcome Description

LEAP Three

Students can write a multi-paragraph essay by generating a topic or responding to a prompt; generating ideas and organizing them in an appropriate mode for a particular purpose and audience.

Outcome Strategy

After receiving instruction in sentence building and paragraph formation, students will elaborate further the topic sentence to develop a multi-purpose paragraph. Students will view models of good essays with focus on proper transition and organization by arranging paragraphs according to audience, style, and professional appearance.

Outcome Method

Through in class writing assignments, students will complete short essays, practice textbook grammar exercises, and teacher instructed writing prompts. The Developmental Writing I and II Rubric (see below) will be used to evaluate the essays and prompts so that a systematic approach will be useful to determine students' progress.

Developmental Writing Rubric for Levels I and II

1. Contents: are ideas well developed and applied? Are the ideas sufficiently original? Is there a central purpose? Are concepts and terminology appropriate and clear? Are the critical thinking functions of the field or discipline used well?

___ Does the paper contain the type of content assigned?

___ Is the idea developed from the student's own thinking?

___ Is the idea developed using appropriate thinking (e.g., summary, analysis, etc.?)

2. Supporting Details: Are there adequate and appropriate details (e.g., quotations, paraphrases, examples, stories, statistics, graphics, or a bibliography)? Do they support the paper's central concepts? Are the details well explained and connected to the concepts?

___ Are there sufficient details to support the thesis or purpose?

___ Do the details fit—do they provide logical support?

___ Are the details sufficiently developed?

___ Are there required quotations/paraphrases, examples, stories, etc.?

3. Audience/Style: Does the paper show evidence of consideration of its audience? Does it use an appropriate academic or professional tone? Does it speak in an appropriate voice to its audience?

___ Are the style and tone appropriate (e.g., personal, academic, or professional)?

4. Organization: Does the paper have a central subject or argument? Are there clear, separate topics and/or sections that start with appropriate topic sentences or subtitles? Are there clear, developed paragraphs?

___ Does the paper have a central subject or argument?

___ Are there clear, separate topics and/or sections that start with appropriate topic sentences?

___ Are there clear, developed paragraphs?

5. Professional Appearance: Are mechanics—e.g., grammatical usage, spelling, punctuation, sentence structure, graphics/illustrations, and typing—sufficiently correct?

___ Are sentences constructed correctly?

___ Are words and phrases spelled and used correctly?

___ Is major punctuation correct?

___ Is the paper well typed (or neatly and clearly handwritten)?

Outcome Criterion

At least sixty percent of the Developmental Writing II students will be ready to enroll in English 1301 after a final writing sample is given and graded according to the Developmental Writing Rubric I and II (see above) by members of the grading committee. This committee is representative of full-time and adjunct English faculty.

Strategic Plan Relationship

This project addresses four of TVCC's General Education Outcomes:

1. Written communication: Standard grammar is vital to college survival. Students that practice standard language skills are able to answer essay style exam questions.

2. Critical Thinking: Critical thinking is required in written communication in order to take the parts of grammatical structures and transform them into effective communication.

3. Computer Literacy: Students will write most of their assignments on laboratory computers in order to prepare them for computer use in the workplace.

4. Reading Comprehension: In order to write well, a student must be able to read examples of good writing and adapt those writing practices.

Outcome Results

At least fifty percent of the seventy-one students in the three Developmental Writing sections on the Athens campus were not accustomed to a five part essay. The lack of paragraph indentation and organization in students' papers was very evident. Number two in the rubric needed major emphasis with teacher direction. This is not a change. The lack of knowledge of essay writing by developmental students continues to be an issue with each new semester.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Chapter Two in the adopted textbook was reviewed for elaborating well-unified and developed paragraphs. Students worked with classmates to develop a coherent, unified essay using transitional words/phrases, complex sentences, and parallel thoughts.

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Writing Education

Plan Period: FY07

Outcome ID#: 451

Outcome Description

LEAP Four

Students will know the elements of composition: purpose and audience; unity and focus, and development; and effective organization.

Outcome Strategy

After receiving instruction in sentence building, introductory paragraph formation, and multi-purpose paragraphs, students will know how to revise paragraphs that lack unity, focus and development by writing exercises and paragraphs from assigned prompts, receiving peer-editing feedback and instructor revisions.

Outcome Method

Through in class writing assignments, students will receive instructor feedback and peer-editing tutorials. The Developmental Writing Rubric (see below) will be used to evaluate the essays and prompts so that a systematic approach will be useful to determine students' progress.

Developmental Writing Rubric for Levels I and II

1.Contents: are ideas well developed and applied? Are the ideas sufficiently original? Is there a central purpose? Are concepts and terminology appropriate and clear? Are the critical thinking functions of the field or discipline used well?

___ Does the paper contain the type of content assigned?

___ Is the idea developed from the student's own thinking?

___ Is the idea developed using appropriate thinking (e.g., summary, analysis, etc.?)

2.Supporting Details: Are there adequate and appropriate details (e.g., quotations, paraphrases, examples, stories, statistics, graphics, or a bibliography)? Do they support the paper's central concepts? Are the details well explained and connected to the concepts?

___ Are there sufficient details to support the thesis or purpose?

___ Do the details fit—do they provide logical support?

___ Are the details sufficiently developed?

___ Are there required quotations/paraphrases, examples, stories, etc.?

3.Audience/Style: Does the paper show evidence of consideration of its audience? Does it use an appropriate academic or professional tone? Does it speak in an appropriate voice to its audience?

___ Are the style and tone appropriate (e.g., personal, academic, or professional)?

4.Organization: Does the paper have a central subject or argument? Are there clear, separate topics and/or sections that start with appropriate topic sentences or subtitles? Are there clear, developed paragraphs?

___ Does the paper have a central subject or argument?

___ Are there clear, separate topics and/or sections that start with

appropriate topic sentences?
___ Are there clear, developed paragraphs?

5. Professional Appearance: Are mechanics—e.g., grammatical usage, spelling, punctuation, sentence structure, graphics/illustrations, and typing—sufficiently correct?

___ Are sentences constructed correctly?
___ Are words and phrases spelled and used correctly?
___ Is major punctuation correct?
___ Is the paper well typed (or neatly and clearly handwritten)?

Outcome Criterion

At least sixty percent of the Developmental Writing II students will be ready to enroll in English 1301 after a final writing sample is given and graded according to the above stated rubric by members of the grading committee. This committee is representative of full-time and adjunct English faculty.

Strategic Plan Relationship

This project addresses four of TVCC's General Education Outcomes:

1. Written communication: Standard grammar is vital to college survival. Students that practice standard language skills are able to answer essay style exam questions.
2. Critical Thinking: Critical thinking is required in written communication in order to take the parts of grammatical structures and transform them into effective communication.
3. Computer Literacy: Students will write most of their assignments on laboratory computers in order to prepare them for computer use in the workplace.
4. Reading Comprehension: In order to write well, a student must be able to read examples of good writing and adapt those writing practices.

Outcome Results

1. Students showed uncertainty in addressing academic audiences with appropriate tone and wording. Several classes were used to familiarize students with suitable word usage while writing for college level classes.
2. Problems arose when students did not remain on topic while addressing the thesis statement of their essay.
3. Individual proofreading skills were deficient. Students did not proofread what was stated, but read what they thought was written.

**At least seventy-five percent of the seventy-one students in the three writing sections improved in their word usage and proofreading skills. These changes were addressed during the current semester. The effect of these changes are realized during the grading of exit exam given to the seventy-one students in the final week of the semester.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

1. More class time was used to cover pages 21-22 in student's text that addressed Purpose, Audience and Tone. Examples were practiced using formal versus informal language and how much the reader will know about your topic.
2. Extra class time was used to cover Chapter 1 in student's text addressing "Identifying Main Idea and Choosing Supporting Points".
3. More emphasis was placed on peer-editing in hopes that the student would see other student's errors and recognize the same errors in their own papers. Transparencies were used to edit mistakes on anonymous essays

as an entire classroom collaboration

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Writing Education

Plan Period: FY08

Outcome ID#: 1005

Outcome Description

LEAP One

Students will understand the elements of composition and the parameters of a sentence: appropriate purpose/audience, unity in effective organization, subject-verb agreement along with appropriate word choice, and non-fragmented sentences.

Outcome Strategy

Examples and models from text and teacher made transparencies will be used to demonstrate recognition of appropriate elements within a composition. Students will review grammatical sentence structure from adopted textbook, students' portfolios, newspaper articles, and THEA practice material. Students will incorporate these ideas through essay writing and receive weekly feedback from the instructor before the next essay is composed.

Outcome Method

A pre test will be given during the second week of instruction to determine areas of weaknesses. The same test will be given the fourteenth week of instruction as a post-test measurement to determine areas of success or lack of improvement. The instructor will evaluate the students' success through the Developmental Writing Rubric (see below).

At least sixty percent of Developmental Writing II students will be able to enroll in English 1301 if they score seventy-five percent or better on the post test and receive a score of three or better (1-4) on the Competency Exam administered to all students of Developmental 03.00 and 0301 at the completion of the course. The score is determined by holistic grading using the writing rubric (see below)

Outcome Criterion

1. Contents: are ideas well developed and applied? Are the ideas sufficiently original? Is there a central purpose? Are concepts and terminology appropriate and clear? Are the critical thinking functions of the field or discipline used well?

Strategic Plan Relationship

A. Written communication: Standard grammar is vital to college survival. Students that practice standard language skills are able to answer essay style exam questions.

B. Critical Thinking: Critical thinking is required in written communication in order to take the parts of grammatical structures and transform them into effective communication.

C. Computer Literacy: Students will write most of their assignments on laboratory computers in order to prepare them for computer use in the

Outcome Results

Sixty percent of the developmental writing students made a passing score of seventy on the post writing test. Twenty-one out of thirty-five writing lecture students who took both the pre and post writing test scored higher

on the post test. The other fourteen students scored the same or less on the post test. Those students scoring the same or lower showed weaknesses in misplaced modifiers and parallelism.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Chapter 25 concerning dangling and miss-placed modifiers along with parallel structure (Chapter 19) were revisited.

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Writing Education

Plan Period: FY08

Outcome ID#: 1006

Outcome Description

LEAP Two

Students will learn elements of good paragraph formation: generating a topic by responding to a prompt by effectively constructing thoughts of structure and progression; writing multi-paragraph essays in an appropriate mode for a particular purpose and audience. Student essays will be collected in individual folders so that students may continually view progression of their writing.

Outcome Strategy

After receiving feedback from instructor in sentence building and paragraph formation using examples of well-written models, students will peer-edit classmates' essays using Developmental Writing Rubric (see below in Criterion).

Outcome Method

At least sixty percent of the Developmental Writing II students will be ready to enroll in English 1301 after a final writing sample is given and graded according to the rubric below. This writing sample will be used as a final for Developmental Writing Students 0300 and 0301. A student will receive a score of one through four with four being the maximum score (see rubric below).

Outcome Criterion

Rubric for Developmental Writing I and II Essays

Strategic Plan Relationship

1. Written communication: Standard grammar is vital to college survival. Students that practice standard language skills are able to answer essay style exam questions.
2. Critical Thinking: Critical thinking is required in written communication in order to take the parts of grammatical structures and transform them into effective communication.
3. Computer Literacy: Students will write most of their assignments on laboratory computers in order to prepare them for computer use in the workplace.
4. Reading Comprehension: In order to write well, a student must be able to read examples of good writing and adapt those writing practices.

Outcome Results

All but three out of thirty-five Developmental Writing Lab students improved in the overall structure, organization, and grammatical skills needed to advance to the next level of Developmental Writing II or English 1301. An eighty-five percent improvement rate was seen in essay writing while using the scoring rubric (see Criterion).

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Final reviews of Unit II, Patterns of Paragraph Development, were used to show methods of arranging ideas to correspond to specific patterns of essay development. Recognizing these patterns and how they help the student organize their ideas enable the student to become a more confident writer.

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Writing Education

Plan Period: FY09

Outcome ID#: 5786

Outcome Description

LEAP One

Students will understand the elements of composition and the parameters of a sentence: appropriate purpose/audience, unity in effective organization, subject-verb agreement along with appropriate word choice, and non-fragmented sentences.

Outcome Strategy

Examples and models from text and teacher made transparencies will be used to demonstrate recognition of appropriate elements within a composition. Students will review grammatical sentence structure from adopted textbook, students' portfolios, newspaper articles, and THEA practice material. Students will incorporate these ideas through essay writing and receive weekly feedback from the instructor before the next essay is composed.

Outcome Method

A pre test will be given during the second week of instruction to determine areas of weaknesses. The same test will be given the fourteenth week of instruction as a post-test measurement to determine areas of success or lack of improvement. The instructor will evaluate the students' success through the Developmental Writing Rubric (see below).

At least sixty percent of Developmental Writing II students will be able to enroll in English 1301 if they score seventy-five percent or better on the post test and receive a score of three or better (1-4) on the Competency Exam administered to all students of Developmental 03.00 and 0301 at the completion of the course. The score is determined by holistic grading using the writing rubric (see below)

Outcome Criterion

1. Contents: are ideas well developed and applied? Are the ideas sufficiently original? Is there a central purpose? Are concepts and terminology appropriate and clear? Are the critical thinking functions of the field or discipline used well?

Strategic Plan Relationship

A. Written communication: Standard grammar is vital to college survival. Students that practice standard language skills are able to answer essay style exam questions.

B. Critical Thinking: Critical thinking is required in written communication in order to take the parts of grammatical structures and transform them into effective communication.

C. Computer Literacy: Students will write most of their assignments on laboratory computers in order to prepare them for computer use in the

Outcome Results

Twenty-one out of seventy questions are considered passing on the Pre/Post Test. Forty-four percent passed the

Pre-Test while there was a 82% pass rate on the Post Test.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Twenty-eight percent of the students were still showing problems with run-on sentences. Further instruction from text (pages 322-330) concerning fragmented and run-on sentences was addressed.

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Writing Education

Plan Period: FY09

Outcome ID#: 5787

Outcome Description

Outcome Description

LEAP Two

Students will learn elements of good paragraph formation: generating a topic by responding to a prompt by effectively constructing thoughts of structure and progression; writing multi-paragraph essays in an appropriate mode for a particular purpose and audience. Student essays will be collected in individual folders so that students may continually view progression of their writing.

Outcome Strategy

After receiving feedback from instructor in sentence building and paragraph formation using examples of well-written models, students will peer-edit classmates' essays using Developmental Writing Rubric (see below in Criterion).

Outcome Method

At least sixty percent of the Developmental Writing II students will be ready to enroll in English 1301 after a final writing sample is given and graded according to the rubric below. This writing sample will be used as a final for Developmental Writing Students 0300 and 0301. A student will receive a score of one through four with four being the maximum score (see rubric below).

Outcome Criterion

Rubric for Developmental Writing I and II Essays

Strategic Plan Relationship

1. Written communication: Standard grammar is vital to college survival. Students that practice standard language skills are able to answer essay style exam questions.
2. Critical Thinking: Critical thinking is required in written communication in order to take the parts of grammatical structures and transform them into effective communication.
3. Computer Literacy: Students will write most of their assignments on laboratory computers in order to prepare them for computer use in the workplace.
4. Reading Comprehension: In order to write well, a student must be able to read examples of good writing and adapt those writing practices.

Outcome Results

At the beginning of the semester, at least 80% of the students' writings were deemed Scores 1 or 2: Score 2 Wavers in purpose and incompletely addresses assigned topic or directions; underdeveloped and lacks organization. Score 1 Lacks focus and coherence. The pattern and development of the topic are confusing. Point of view may shift in a confusing way.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Further practice and review were derived from students' text (pages 39-47) as well as teacher-made transparencies. As the semester progressed, at least 88% of the students' scores improved to represent the rubric Scores of 3 and approximately 6% of the students received a score of 4 (see Criterion above).

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Writing Education

Plan Period: FY09

Outcome ID#: 5788

Outcome Description

LEAP Three

Students will learn the elements of good paragraph formation with emphasis on a topic sentence that will effectively and constructively organized thoughts of structure and progression.

Outcome Strategy

After receiving instruction in sentence building, students will incorporate a main idea with relating details to elaborate the point through a one paragraph formation.

Outcome Method

Through in class writing assignments, students will use details to support the thesis or purpose of the paragraph. The paragraph will be reviewed and graded for content, supporting details, and proper mechanics as deemed in the writing rubric:

1. Content: Are ideas developed, applied, original, and with a central purpose?
2. Supporting Details: Are there adequate and appropriate details to support the paragraph's purpose?
3. Organization: Does the paragraph have a central focus, subject or argument?

Outcome Criterion

At least sixty percent of the Developmental Writing II students will be ready to enroll in English 1301 after a final writing sample is given and graded according to the Developmental Writing I and II Rubric (see below) by members of the grading committee. This committee is representative of full-time and adjunct English faculty.

Strategic Plan Relationship

This project addresses four of TVCC's General Education Outcomes:

1. Written communication: Standard grammar is vital to college survival. Students that practice standard language skills are able to answer essay style exam questions.
2. Critical Thinking: Critical thinking is required in written communication in order to take the parts of grammatical structures and transform them into effective communication.
3. Computer Literacy: Students will write most of their assignments on laboratory computers in order to prepare them for computer use in the workplace.
4. Reading Comprehension: In order to write well, a student must be able to read examples of good writing and adapt those writing practices.

Outcome Results

Students were announcing their topic or generating a topic that was too narrow or too broad. This was hindering their introductory paragraph with little or no structure toward proper focus.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Teacher generated and textbook examples (page 39-47) were used as models. The most effective lessons involved teacher modeling with the entire class brainstorming and writing simultaneously to form their topic/thesis statements.

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Writing Education

Plan Period: FY10

Outcome ID#: 6010

Outcome Description

LEAP One

Students will understand the elements of composition and the parameters of a sentence: appropriate purpose/audience, unity in effective organization, subject-verb agreement along with appropriate word choice, and non-fragmented sentences.

Outcome Strategy

Examples and models from text and teacher made transparencies will be used to demonstrate recognition of appropriate elements within a composition. Students will review grammatical sentence structure from adopted textbook, students' portfolios, newspaper articles, and THEA practice material. Students will incorporate these ideas through essay writing and receive weekly feedback from the instructor before the next essay is composed.

Outcome Method

A pre test will be given during the second week of instruction to determine areas of weaknesses. The same test will be given the fourteenth week of instruction as a post-test measurement to determine areas of success or lack of improvement. The instructor will evaluate the students' success through the Developmental Writing Rubric (see below).

At least sixty percent of Developmental Writing II students will be able to enroll in English 1301 if they score seventy-five percent or better on the post test and receive a score of three or better (1-4) on the Competency Exam administered to all students of Developmental 03.00 and 0301 at the completion of the course. The score is determined by holistic grading using the writing rubric (see below)

Outcome Criterion

1. Contents: are ideas well developed and applied? Are the ideas sufficiently original? Is there a central purpose? Are concepts and terminology appropriate and clear? Are the critical thinking functions of the field or discipline used well?

Strategic Plan Relationship

A. Written communication: Standard grammar is vital to college survival. Students that practice standard language skills are able to answer essay style exam questions.

B. Critical Thinking: Critical thinking is required in written communication in order to take the parts of grammatical structures and transform them into effective communication.

C. Computer Literacy: Students will write most of their assignments on laboratory computers in order to prepare them for computer use in the workplace.

Outcome Results

Approximately 47% of developmental writing students showed standard grammar issues in their sentence

structure in the beginning of the semester. It was determined that subject/verb agreement and sentence run-on problems should be immediately addressed before essay writing continued.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Essay writing was postponed until verb agreement and run-on sentence problems were practiced and analyzed through lectures, practices, and peer-editing exercises (pages 300 and 340 in text--Focus on Writing). It was determined that approximately 80% grasped the importance of these issues and then essay writing resumed.

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Writing Education

Plan Period: FY10

Outcome ID#: 6011

Outcome Description

LEAP Two

Students will learn elements of good paragraph formation: generating a topic by responding to a prompt by effectively constructing thoughts of structure and progression; writing multi-paragraph essays in an appropriate mode for a particular purpose and audience. Student essays will be collected in individual folders so that students may continually view progression of their writing.

Outcome Strategy

After receiving feedback from instructor in sentence building and paragraph formation using examples of well-written models, students will peer-edit classmates' essays using Developmental Writing Rubric (see below in Criterion).

Outcome Method

At least sixty percent of the Developmental Writing II students will be ready to enroll in English 1301 after a final writing sample is given and graded according to the rubric below. This writing sample will be used as a final for Developmental Writing Students 0300 and 0301. A student will receive a score of one through four with four being the maximum score (see rubric below).

Outcome Criterion

Rubric for Developmental Writing I and II Essays

Strategic Plan Relationship

1. Written communication: Standard grammar is vital to college survival. Students that practice standard language skills are able to answer essay style exam questions.
2. Critical Thinking: Critical thinking is required in written communication in order to take the parts of grammatical structures and transform them into effective communication.
3. Computer Literacy: Students will write most of their assignments on laboratory computers in order to prepare them for computer use in the workplace.
4. Reading Comprehension: In order to write well, a student must be able to read examples of good writing and adapt those writing practices.

Outcome Results

At least 75% showed an improvement mid-way through the semester in the ability to develop a three part essay. The assigned length of 1 1/2 pages was an issue with at least 30% of the students in the beginning of the semester; however, the exit essay showed a marked improvement in their ability to reached the assigned length.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

More time was given to address elaboration of examples to support points/ideas to ensure the assigned length was met (textbook pages 35-45 in Focus on Writing).

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Writing Education

Plan Period: FY10

Outcome ID#: 6012

Outcome Description

LEAP Three

Students will learn the elements of good paragraph formation with emphasis on a topic sentence that will effectively and constructively organized thoughts of structure and progression.

Outcome Strategy

After receiving instruction in sentence building, students will incorporate a main idea with relating details to elaborate the point through a one paragraph formation.

Outcome Method

Through in class writing assignments, students will use details to support the thesis or purpose of the paragraph. The paragraph will be reviewed and graded for content, supporting details, and proper mechanics as deemed in the writing rubric:

1. Content: Are ideas developed, applied, original, and with a central purpose?
2. Supporting Details: Are there adequate and appropriate details to support the paragraph's purpose?
3. Organization: Does the paragraph have a central focus, subject or argument?

Outcome Criterion

At least sixty percent of the Developmental Writing II students will be ready to enroll in English 1301 after a final writing sample is given and graded according to the Developmental Writing I and II Rubric (see below) by members of the grading committee. This committee is representative of full-time and adjunct English faculty.

Strategic Plan Relationship

This project addresses four of TVCC's General Education Outcomes:

1. Written communication: Standard grammar is vital to college survival. Students that practice standard language skills are able to answer essay style exam questions.
2. Critical Thinking: Critical thinking is required in written communication in order to take the parts of grammatical structures and transform them into effective communication.
3. Computer Literacy: Students will write most of their assignments on laboratory computers in order to prepare them for computer use in the workplace.
4. Reading Comprehension: In order to write well, a student must be able to read examples of good writing and adapt those writing practices.

Outcome Results

At the beginning of the semester, at least 60% of the students were unfamiliar with transition words and complex sentence structure. The attention to this was addressed with teacher made transparencies/handouts and examples from the text (pages 40,161, and 238).

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Students noticed a major improvement in their essays by eliminating short, choppy sentences. These two areas raised their essay scores from a score of two to a score of three for at least 65% of the students.

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Writing Education

Plan Period: FY11

Outcome ID#: 6284

Outcome Description

LEAP One

Students will demonstrate writing skills (including grammar, mechanics, and spelling) in order to correctly convey information. This includes the following skills: ensuring the agreement of parts of speech such as nouns, pronouns and verbs; correct word choice; combining simple clauses into compound and complex constructions; appropriate transition words; parallel series within a sentence in number and construction; and avoiding redundancy.

Outcome Strategy

Examples and models from text and teacher made transparencies will be used to demonstrate recognition of appropriate elements within a composition. Students will review grammatical sentence structure from adopted textbook, students' portfolios, newspaper articles, and THEA practice material. Students will incorporate these ideas through essay writing and receive weekly feedback from the instructor before the next essay is composed.

Outcome Method

A pre test will be given during the second week of instruction to determine areas of weaknesses. The same test will be given the fourteenth week of instruction as a post-test measurement to determine areas of success or lack of improvement. The instructor will evaluate the students' success through the Developmental Writing Rubric (see below).

At least sixty percent of Developmental Writing II students will be able to enroll in English 1301 if they score seventy-five percent or better on the post test and receive a score of three or better (1-4) on the Competency Exam administered to all students of Developmental 0300 and 0301 at the completion of the course. The score is determined by holistic grading using the writing rubric (see below)

Outcome Criterion

1. Contents: are ideas well developed and applied? Are the ideas sufficiently original? Is there a central purpose? Are concepts and terminology appropriate and clear? Are the critical thinking functions of the field or discipline used well?

Strategic Plan Relationship

A. Written communication: Standard grammar is vital to college survival. Students that practice standard language skills are able to answer essay style exam questions.

B. Critical Thinking: Critical thinking is required in written communication in order to take the parts of grammatical structures and transform them into effective communication.

C. Computer Literacy: Students will write most of their assignments on laboratory computers in order to prepare them for computer use in the workplace.

D. Reading Comprehension: In order to write well, a student must be able to read examples of good writing and adapt those writing practices.

Outcome Results

Sixty percent of the developmental writing students showed major grammar issues in the pre-grammar assessment. It was determined that comma usage and parallel structure should be immediately addressed before beginning the first formal writing essay. The post-test revealed fewer issues in these principles. Eighty percent of the Developmental Writing II students will enroll in English 1301.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Formal essay writing was postponed until commas and parallel structure were discussed and practiced beginning with pages 541 (commas) and 326 (parallelism) in the text Focus on Writing. It was determined that 70% of the students understood the principles needed to correctly incorporate standard English in their first formal essay using these skills.

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Writing Education

Plan Period: FY11

Outcome ID#: 6285

Outcome Description

LEAP Two

Students will learn elements of good paragraph formation: generating a topic by responding to a prompt by effectively constructing thoughts of structure and progression; writing multi-paragraph essays in an appropriate mode for a particular purpose and audience. Student essays will be collected in individual folders so that students may continually view progression of their writing.

Outcome Strategy

Implementation Strategy

After receiving feedback from instructor in sentence building and paragraph formation using examples of well-written models, students will peer-edit classmates' essays using Developmental Writing Rubric (see below in Criterion).

Outcome Method

Assessment Method

At least sixty percent of the Developmental Writing II students will be ready to enroll in English 1301 after a final writing sample is given and graded according to the rubric below. This writing sample will be used as a final for Developmental Writing Students 0300 and 0301. A student will receive a score of one through four with four being the maximum score (see rubric below).

Outcome Criterion

Rubric for Developmental Writing I and II Essays

Strategic Plan Relationship

1. Written communication: Standard grammar is vital to college survival. Students that practice standard language skills are able to answer essay style exam questions.
2. Critical Thinking: Critical thinking is required in written communication in order to take the parts of grammatical structures and transform them into effective communication.
3. Computer Literacy: Students will write most of their assignments on laboratory computers in order to prepare them for computer use in the workplace.
4. Reading Comprehension: In order to write well, a student must be able to read examples of good writing and adapt those writing practices.

Outcome Results

Eighty-five percent of the students had difficulty completing the assigned length of at least 1 1/2 pages using the standard three-part paper format. Students were directed to pages 35-44 in their text Focus on Writing for examples in extending and reinforcing for paragraph elaboration. Teacher transparencies were used along with

group exercises and peer-editing activities.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

The teacher addressed elaborating the topic with an essay developed with the aid of the class. Textbook examples of elaboration beginning on page 50 were used to acknowledge supporting points to build proper paragraph formation.

Planned Distance Learning Improvement as an Outcome Result

NA

Developmental Writing Education

Plan Period: FY11

Outcome ID#: 6286

Outcome Description

LEAP Three

Students will write a multi-paragraph essay by generating their own topic. The student will produce ideas and organize them in an appropriate mode (descriptive, narrative, process, compare/contrast and persuasive) for a particular purpose and audience.

Outcome Strategy

Students will brainstorm topics of personal importance and determine its mode and generate/pre-write ideas.

Outcome Method

The instructor will evaluate the student's success of their essay with help from the Developmental Writing Rubric (see below in Criterion). At least 60% of Developmental Writing II students will be able to enroll in English 1301 if they receive a score of three or better on the end of course exam.

Outcome Criterion

Score 4: Ideas are insightful and clear with a strong focus and the paper is well organized. The pattern is interesting, original and provides an introduction, which hooks the reader and carries the piece to a satisfying conclusion. Sentences are clear and vivid. The writer's voice and tone consistently sustain the reader's interest. Score 3: Ideas are straightforward and clear. The paper supports most ideas with effective examples; it may have a few non-distracting errors. Score 2: Wavers in purpose or loses focus on central ideas and contains some repetition; structure needs work. Score 1: Lacks focus and coherence; the organizational pattern and development of the topic are confusing. Point of view may shift and mechanical errors are abundant and interfere with understanding.

Strategic Plan Relationship

Written communication is vital to college survival.

Critical Thinking is required in written communication in order to take the parts of grammatical structures and transform them into effective communication.

Outcome Results

After receiving instruction in sentence building, paragraph formation, and elaboration, the students will further elaborate the thesis to develop an independent multi-purpose paragraph. The first essay (Narrative) had a 70% success with a score of two or three (see rubric above). More than 60% percent of the Developmental Writing II students will enroll in English 1301.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Students essays improved as other types(descriptive, persuasive, etc.) were introduced and assigned. As peer-

editing and teacher assistance became repetitive, the scores of three significantly improved by at least 15% (85%).

Planned Distance Learning Improvement as an Outcome Result

NA

English Education

Plan Period: FY06

Outcome ID#: 200

Outcome Description

First year freshman composition students will exit the freshman composition program with the ability to write a strong summary without plagiarizing.

Outcome Strategy

Students will review the importance of summary in communication. To demonstrate that good summary writing is one key to success in their college careers, students will be shown example essay prompts requiring summary writing from other disciplines, such as history, government, psychology, and sociology.

As well, students will be shown good examples of summary writing used as part of professional essays, magazine articles, and newspaper articles.

In addition to being shown good models of cross-disciplinary summaries and professional summaries, students will receive instruction in discrete skills required to write good summaries, including constructing good introductory paragraphs and sentences, selecting quoted material, incorporating quoted text, and selecting details to include in the summary.

After receiving instruction in summary writing, students will practice writing summaries from assigned works found in the class textbook or other selected by the instructor.

Outcome Method

Freshman composition students will be followed through their first and second semesters of freshman composition.

The first semester of the learning enhancement annual plan, English 1301 students will be given a pre-test before the end of Week 2 of instruction. The second semester of the LEAP, English 1302 students will be given the post-assessment at a time which fits the individual English 1302 instructor's assessment schedule.

The following assessment rubric will be used to evaluate summary writing skills:

- a. Introduction: There is an introduction to the summary
- b. Source identification: The source being summarized is identified in the introduction.
- c. Overview summary: A one-sentence overview summary is used as part of the introduction.
- d. Detail: Sufficient information is given in the summary, depending upon the purpose of the summary.
- e. Plagiarism: No words are used from the original summary which are not properly documented.
- f. Quotes: Quotes are used and are short, interesting, well tied to the purpose of the summary, and incorporated into the text with strong lead-in and lead-out sentences.

Outcome Criterion

In the post summary assessment, 80% of students will be able to construct summaries with scores of 80 or above using the assessment rubric.

Strategic Plan Relationship

This project addresses four of TVCC's General Education Outcomes:

1. Written Communication: Good summary skills are essential to college survival. Students must be able to summarize lectures and summarize readings in order to answer essay questions on writing assignments and exam questions in most college classes.
2. Critical Thinking: Critical thinking is required in summary writing in order to assess what information from the original is important to keep as well as what information is to be left behind.
3. Oral Communication: Good summary skills are necessary for good oral communication.
4. Reading Comprehension: It is clear that, in order to summarize well, a student must be able to read and comprehend well.

Outcome Results

Problems encountered were that the early summary writing material chosen for some classes was more difficult than it should have been and that there was not a cohesive plan among the English department to select texts for students to summarize. There was some confusion, too, concerning how the project would be approached and how the results would be reported.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

These problems have been addressed and the English instructors plan to continue this summary writing LEAP for the 2006-2007 school year. English instructors plan to meet before the school year begins to discuss strategies and to decide together upon works to summarize, particularly for the post assessment exercise.

Planned Distance Learning Improvement as an Outcome Result

NA

English Education

Plan Period: FY06

Outcome ID#: 362

Outcome Description

Students will demonstrate their knowledge of the various movements and genres reflected in the tradition of world literature.

Outcome Strategy

Throughout the two part world literature course, students will be given definitions and explanations of literary movements and genres that they need to be familiar with. Examples of these include)but are not limited to) literary movements (such as the Romantic movement or the Renaissance) and literary genres (such as the epic or classical tragedy or the novel). Students will practice looking for and analyzing this information in the daily readings that are required for this class.

Outcome Method

The students' knowledge of the basic information required in this Learning Initiative will be measured in standardized tests throughout the two-part course. Their ability to apply the information, however, will be measured by having them take a work of literature that is unfamiliar to them and then write an essay in which they analyze that work to determine its genre and what movement it might be associated with.

Outcome Criterion

A student will be considered successful in the final assessment if he/she can make a definite judgment about the issues in question (genre and movement) AND can back up that judgment by discussing and drawing supporting examples from the work in question. As a whole, if 75% of students in the world literature program can meet these criteria, then this goal will have been met.

Strategic Plan Relationship

This outcome will help TVCC meet a number of its expressed goals. Success in this task indicates students' ability to think critically because it demonstrates that they can apply the abstract information that they have learned in class in a practical way in their own reading. Also, a knowledge of the genres and literary history that is reflected in meeting this goal shows that the students have been exposed to ideas that can not only broaden their cultural perspectives but that can stay with them long after their classroom experience is over. This outcome also relates to Reading comprehension and to written communication because students have to have the basic reading skills required to understand and critically think about what they have read and the basic written skill necessary to form their thoughts into a response.

Outcome Results

At the end of the year this LEAP was used, 75% of students who exited the world literature program met the stated goals. Students were able to take a work of literature that was unfamiliar to them and then write an essay in which they analyzed that work to determine its genre and what movement it might be associated with. As evidenced in their final essays, exams, and / or research projects, students were able to make a definite judgment about the issues in question (genre and movement) and could back up that judgment by discussing and drawing supporting examples from the work in question.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

This outcome helps meet a number of TVCC's learning outcomes goals . Success in this task indicates students' ability to think critically. Also, students have been exposed to ideas which broaden their cultural perspectives.

We do not have a standardized test for this LEAP. Our observations are based upon essays, written responses in exams, and researched projects. We feel confident that our world literature classes work well, and, as we have stated, address a number of the learning outcomes goals. We will not pursue this LEAP in the future. We want to move on to an area we think needs improvement, and we do not think this area does.

Planned Distance Learning Improvement as an Outcome Result

NA

English Education

Plan Period: FY06

Outcome ID#: 363

Outcome Description

Students will be able to read and interpret in writing elements of literature and support their interpretations without plagiarism.

Outcome Strategy

Lectures, in-class and outside reading and writing assignments, and discussions will be used to teach students the techniques of reading and interpreting literature

Outcome Method

At the end of the semester, students will write a critical analysis paper whose purpose is the interpretation of an element of literature (theme, symbolism, irony, plot etc.). A random sample of the papers will be chosen and evaluated based on a rubric that evaluates according to the students ability to complete following criteria on a scale of one to five (unacceptable, fair, good, very good, excellent).

- A. Identify the element to be interpreted
- B. Explain the use of the element in the literature
- C. Interpret the meaning of the element
- D. Explain the interpretation
- E. Support the interpretation

Outcome Criterion

Seventy-five percent of students will achieve a rating of good or better on each of the criteria.

Strategic Plan Relationship

This outcome relates to three areas of the TVCC General Education Outcome

1. Written Communication – students will demonstrate their ability to interpret literature by writing a paper.
2. Critical thinking – Critical thinking is necessary to interpret literature.
3. Reading comprehension – Students will read many forms of literature and will utilize reading in writing and interpreting literature

Outcome Results

All during the semester as well as at the end of the semester, students were assigned critical analysis essays whose purpose was to interpret a specified element of literature, such as theme, symbolism, irony, or plot.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

We want to continue this LEAP next year. We plan to change it so that it better reflects the major element of literature we want to target. We also want to assure that all students are graded by the same rubric. We are

working on designing a more standardized rubric. As well, we want to target the area of plagiarism, which continues to be a bit of a problem in some areas. We hope that the effort here, coupled with the effort in the summary LEAP will improve students' ability to write without the need to plagiarize.

Planned Distance Learning Improvement as an Outcome Result

NA

English Education

Plan Period: FY07

Outcome ID#: 445

Outcome Description

In addition to other skills gained in their composition classes, students in freshman composition classes will exit the classes with the ability to write a strong summary without plagiarizing.

Outcome Strategy

First, students will be led to understand the importance of summary in communication. Students will review the uses of summary in both their school work and professional writing.

Students will review how summary is used within larger works, such as researched essays and critical analyses, and they will learn how writing good summary will help them avoid the problem of plagiarism.

Students may be asked to supply examples of summary assignments from other classes or examples of summary writing they find in periodicals that they read. Instructors may supply examples of summary writing from the textbook.

After reviewing uses of and examples of summary, students will receive instruction in discrete skills required to write good summaries, including constructing good introductory paragraphs and sentences, selecting material to quote, incorporating quoted text, and selecting details to include in a summary.

After receiving instruction in summary writing, students will practice writing summaries from works found in the class textbook and / or other sources selected by the instructor or supplied by students.

Outcome Method

In English 1301 and 1302, a summary writing unit will be provided. Following the summary writing unit, summary writing skills will be evaluated using selections agreed upon by English teachers at the beginning of the semester.

The following assessment rubric will be used to evaluate summary writing skills:

- a. Introduction: There is an introduction to the summary
10 points
- b. Source identification: The source being summarized is identified in the introduction
10 points
- c. Overview summary: A one-sentence overview summary is used as part of the introduction.
10 points
- d. Detail: Sufficient information is given in the summary, depending upon the purpose of the summary.
10 points
- e. Plagiarism: No words are used from the original summary (except, of course, when they are properly introduced and documented)
30 points

f. Quotations: Short, interesting quotations which are well tied to the purpose of the summary are incorporated smoothly into the text.
30 points

Outcome Criterion

Eighty-five (85) percent of those students assessed will demonstrate the ability to write a summary and correctly incorporate quotations without plagiarizing.

Strategic Plan Relationship

Summary writing relates to several of TVCC's General Education Outcomes. As students practice their summary writing skills, they practice communicating "clearly and effectively." It is impossible to summarize a work a student does not understand. Summary writing also addresses the TVCC General Education Outcome of developing skills and strategies of becoming an engaged learner. The General Education Outcome of reading is also addressed as students learn and practice summary writing skills.

Outcome Results

80% of the assessed students successfully wrote a summary according to the rubric tool agreed upon by the English instructors.

Overall, English instructors reported good results and were pleased with the outcomes of the summary writing LEAP.

Many instructors reported that students became more self-confident as they realized, not only could they write a summary, but also that, as a result of the close study of the text required to write a summary, they had a stronger understanding of the text as well. Consequently, students felt more comfortable participating in class discussions and were better engaged with the material. As one instructor put it, students were proud of themselves because they understood the material and "had something to say."

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

TVCC English instructors incorporated summary writing into their lesson plans and many have developed strong enthusiasm for the benefits of summary writing. In general, English instructors have a renewed appreciation for the importance of competent summary writing, not only in freshman composition but also across disciplines and throughout life.

Planned Distance Learning Improvement as an Outcome Result

NA

English Education

Plan Period: FY07

Outcome ID#: 446

Outcome Description

Students will be able to recognize and use vocabulary essential to understanding, analyzing, critically interpreting, and writing about literature.

Outcome Strategy

A departmental lexicon with definitions specific to the analysis of literature will be presented to students early in the semester. As the semester progresses, instructors will reinforce the importance of the vocabulary by providing drills, readings, and writings which reinforce the acquisition of this important collegiate vocabulary.

Outcome Method

Students exiting English 1302 will be administered an assessment instrument to determine mastery of the language of literary analysis. Instructors will agree upon an assessment instrument at the beginning of the calendar year.

Outcome Criterion

Eighty-five (85) percent of those students assessed during the semester throughout the District will demonstrate the ability to place at least ninety (90) percent of the lexicon in proper context.

Strategic Plan Relationship

A vocabulary specific to the interpretation and analysis of text will enhance students' ability to decode text throughout their lives. As well, a vocabulary rich with terms specific to literary interpretation relates to TVCC's General Education Outcomes in several ways. For one thing, students will become more secure and more competent readers and writers of English. For another, students will become more capable at demonstrating their ability to understand, analyze, interpret, and evaluate printed materials. Very importantly, students will realize improved critical thinking skills. These improved critical thinking skills will contribute to an intellectual self-confidence which will help propel students towards becoming more competent and engaged learners.

Outcome Results

It is quite difficult to assess this leap as not all English instructors used the same vocabulary words.

A departmental lexicon was created which targeted language specific to the study of literature but which also included vocabulary words college students should know. The list was distributed, but some instructors reported that they did not use the lexicon that was designed by the department.

Still, all instructors tested students over a vocabulary list of some sort. So, while all instructors tested students over language specific to the study of literature, not all students were tested over the same vocabulary words.

At the end of the semester, English instructors discussed the feasibility of devising a departmental vocabulary test which would be delivered to all English instructors by the division chair.

Even though this LEAP is difficult to assess because not all instructors used the same list, English instructors agreed that 86% of students who were assessed using the departmental lexicon demonstrated the ability to place at least 90% of the lexicon in proper context.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Most instructors created new quizzes based on the departmental lexicon prepared for TVCC English instructors. As an English department, we plan to strengthen our lines of communication among faculty to be certain everyone uses the same lexicon.

Planned Distance Learning Improvement as an Outcome Result

NA

English Education

Plan Period: FY07

Outcome ID#: 447

Outcome Description

Students will be able to read and interpret literature and, without plagiarizing, write a thematic essay which supports their interpretation.

Outcome Strategy

Lectures, reading assignments, class projects, writing assignments, and class discussions will be used to help students learn the techniques of reading and interpreting literature.

Outcome Method

As the semester progresses, students will write critical analysis essays whose purpose is the interpretation of theme. They will be evaluated according to a rubric which will be agreed upon by the English faculty at the beginning of the calendar year.

LITERARY ANALYSIS (RUBRIC)

Suggested Prompt: Write a literary analysis of one theme from the assigned selection, and support your analysis by a close reading; draw on your knowledge of literary elements and devices to support your statement of theme.

WEAK ... to ... EFFECTIVE

FOCUS: Does the essay explore one central theme;

Do all details relate to that theme?

1 2 3 4 5

ORGANIZATION: Do all parts of the essay develop the theme logically and systematically?

Is there a...

--clear introduction with a thesis;

--logical sequence;

--conclusion which reinforces the thesis?

1 2 3 4 5

EXPANSION: Is the theme supported/explored with abundant facts, specific details, examples, and relevant quotations from the text and sources?

1 2 3 4 5

LITERARY ELEMENTS: Does the discussion draw upon knowledge of literary devices such as setting, symbolism, characterization, tone, voice, etc. to support the writer's statement of theme?

1 2 3 4 5

STYLE: Is the writing clear and effective? Does it reflect original thinking?

1 2 3 4 5

CORRECTNESS: Has the essay been edited for grammar, spelling, mechanics, usage, etc.?

1 2 3 4 5

SCORE _____

Outcome Criterion

Seventy-five percent of students will achieve a rating of good or better on each of the criteria.

Strategic Plan Relationship

This outcome relates to several areas of TVCC's General Education Outcomes. As students learn to write about theme, they will improve their communication skills in written English as they write essays, they will improve their reading skills as they work through difficult text, they will improve their critical thinking skills as they consider theme. In addition, as they work with a variety of texts, they will gain understanding and appreciation of cultural and ethnic diversity. They will also improve computer skills as essays will be completed on computers. As they develop stronger critical thinking skills, they will become stronger and more engaged students.

Outcome Results

70% of essays evaluated using the departmental rubric for a critical analysis based on a theme were rated as "effective" according to the sliding scale provided by the department rubric.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

English instructors attempted specific and clear explanations of the importance of, as well as the process of, critical analysis.

Literature instructors observed that the process of literary interpretation and critical analysis incorporates every element of Bloom's Taxonomy beginning with "knowledge" and ending with "evaluation."

Some plan to make a more concerted effort to work from the taxonomy to improve student engagement and learning.

Planned Distance Learning Improvement as an Outcome Result

NA

English Education

Plan Period: FY08

Outcome ID#: 1008

Outcome Description

Recognizing that summary writing provides transition to the higher level reading and thinking skills necessary for life and college, and, because of the good outcomes achieved with the 2006-2007 summary writing LEAP, English instructors wish to continue the 2006-2007 summary writing LEAP for the 2007-2008 school year.

In addition to other skills gained in their composition classes, students in freshman composition classes (English 1301) will exit the classes with the ability to write strong summary without plagiarizing.

Summary writing is an integral component of many types of personal, college, and professional essays. With the ease of copying materials directly from websites, students can become very tempted to create researched essays as collages of cutting and pasting from websites they visit.

It is our thinking that if we teach our students to write good summary and demonstrate to them the importance of good summary writing when writing from sources, that our students will be less inclined toward the temptation to plagiarize by cutting and pasting materials they find.

Since summary writing is an element in many of the more mature writing opportunities we provide our students in freshman composition classes, such as reader response essays, synthesis essays, researched essays, and critical analysis essays, it makes sense to present summary writing in English 1301.

Outcome Strategy

After receiving instruction in summary writing, students will practice writing summaries from works found in the class textbook and / or other sources selected by the instructor.

Students will review how summary is used within larger works, such as researched essays and critical analyses, and they will learn how writing good summary will help them avoid the problem of plagiarism when they begin to write such larger works.

After reviewing uses of and examples of summary, students will receive instruction in discrete skills required to write good summaries, including constructing good introductory paragraphs and sentences, selecting material to quote, incorporating quoted text, and selecting details to include in a summary.

Outcome Method

In each English 1301 class, a summary writing unit will be provided. Following the summary writing unit, students will submit a summary which will be evaluated using the following rubric :

- a. Introduction: There is an introduction to the summary. 10 points
- b. Source identification: The source being summarized is identified in the introduction. 10 points
- c. Overview summary: A one-sentence overview summary is used as part of the introduction. 10 points

d. Detail: Sufficient information is given in the summary, depending upon the purpose of the summary. 10 points

e. Plagiarism: No words are used from the original (except, of course, when they are properly introduced and documented). 30 points

f. Quotations: Short, interesting quotations are included, which are well tied to the purpose of the summary. 30 points

Outcome Criterion

85 percent of those students assessed will demonstrate the ability to write a summary and correctly incorporate quotations without plagiarizing.

Strategic Plan Relationship

A. Summary writing relates to several of TVCC's General Education Outcomes. As students practice their summary writing skills, they practice communicating "clearly and effectively."

B. Clearly, reading skills, such as the abilities to comprehend, analyze, and interpret texts are essential to writing an effective summary.

C. Summary writing relates to several of TVCC's General Education Outcomes. As students practice their summary writing skills, they practice communicating "clearly and effectively."

D. Clearly, reading skills, such as the abilities to comprehend, analyze, interpret, and evaluate printed materials are necessary skills for summary writing as it is impossible to summarize well if one cannot read well. These reading skills are practiced in juxtaposition with summary writing and are "taught" as part of the process of summary writing.

E. Determining what items should be included in or deleted from a summary involves decision making, and an analysis of discerning the most important points of a reading selection.

F. Texts from which instructors may select material to practice summary are (very) culturally and ethnically diverse, and, since students get to know the material well, they are exposed to and learn to understand and appreciate cultural and ethnic diversity.

G. The texts from which instructors select readings engage students with important political, economic, and social systems.

H. Summarizing is an important skill students sh

Outcome Results

85 percent of the students assessed demonstrated the ability to write a summary and correctly incorporate quotations without plagiarizing. We have reached our departmental goal of 85 percent success in summary writing.

Outcome Distance Learning Results

The distance learning results are consistent with the face-to-face results.

Planned Improvement as an Outcome Result

Because the summary writing project has been successful, we do plan to keep it in our curriculum.

Planned Distance Learning Improvement as an Outcome Result

Because the summary writing project has been successful, we do plan to keep it in our curriculum.

English Education

Plan Period: FY08

Outcome ID#: 1009

Outcome Description

Students will be able to recognize and use vocabulary essential to understanding, analyzing, critically interpreting, and writing about literature.

Outcome Strategy

The following departmental lexicon will be distributed to students early in the semester. As the semester progresses, instructors will reinforce the importance of the vocabulary by providing drills, readings, and writings which reinforce the acquisition of the vocabulary words.

Lexicon relating to glossary in Bedford text:

1. Genre - A French word meaning kind or type. In literature, major _____ are poetry, fiction, drama, and essays.
12. Foreshadowing – The introduction early in a story of verbal and dramatic hints that suggest what is to come later.
13. Climax - The moment of greatest emotional tension in a narrative, usually marking a turning point in the plot at which the rising action reverses to become the falling action.
14. Personification - A form of metaphor in which human characteristics are attributed to nonhuman things.
15. Simile - A common figure of speech that makes an explicit comparison between two things by using words such as like,

Outcome Method

Students exiting English 1302 will be administered an assessment instrument which evaluates the acquisition of vocabulary words from the departmental lexicon.

Outcome Criterion

Eighty-five (85) percent of those students assessed during the semester throughout the district will demonstrate the ability to place at least 90 percent of the lexicon in proper context.

Strategic Plan Relationship

This LEAP relates to TVCC's General Education Outcomes in several ways.

- a. as students' vocabularies expand, they will communicate more clearly and effectively
- b. Students will become more secure and more competent readers and writers of English. This will aid them in becoming more capable in demonstrating their ability to understand, analyze, interpret, and evaluate printed materials.
- d. Very importantly, due to improved comprehension, students will realize improved critical thinking skills.
- j. Improved critical thinking skills prompted by the improved comprehension will contribute to an intellectual self-confidence which will help propel students towards becoming more competent and engaged learners.

Outcome Results

Eighty-five (85) percent of those students assessed during the semester throughout the district were able to demonstrate the ability to place at least 90 percent of the lexicon in proper context. There was some confusion about what word list to use and what the "lexicon" consisted of. We plan to continue this LEAP into next year. We will attempt to have agreement on the words to use by August 20th.

Outcome Distance Learning Results

Distance learning instructors reported similar results.

Planned Improvement as an Outcome Result

We recognize the need to agree upon the lexicon that we use.

Planned Distance Learning Improvement as an Outcome Result

Similar results.

English Education

Plan Period: FY08

Outcome ID#: 1010

Outcome Description

Students will be able to read and analyze literature and, without plagiarizing, construct a critical analysis in response to it.

Outcome Strategy

Lectures, reading assignments, class projects, writing assignments, and class discussions will be used to help students learn the techniques of reading and analyzing literature as well as writing critical analyses.

Outcome Method

At a time during the semester which is convenient to individual instructors, a critical analysis will be assigned and evaluated using the departmental rubric which follows here.

Possible essay instructions for a critical analysis:

Write a critical analysis which focuses on a topic that you find interesting from the assigned selection. The topic might be a scene which "speaks" about the entire work, a character who, though "flat," provides important background details which build suspense, or a theme or sub-theme you see emerge from the text. Your analysis should have a thesis statement and you should reference literary elements and devices as you support your thesis statement.

Critical Analysis Rubric:

WEAK  EFFECTIVE

FOCUS: Does the essay focus stay focused on your topic? 1 2 3 4 5
Do all details relate to that topic?
What is the topic?

ORGANIZATION: Do all parts of the essay develop 1 2 3 4 5
the topic logically and systematically?
Is there :
--a clear introduction with a thesis statement
--logical sequence
--a conclusion which reinforces the thesis statement

EXPANSION: Is the thesis statement supported/explored 1 2 3 4 5
with abundant facts, specific details, examples,

and relevant quotations from the text and
sources?

LITERARY ELEMENTS: Does the discussion draw 1 2 3 4 5

upon knowledge of literary devices such as setting, symbolism, characterization, tone, voice, etc. to support the writer's thesis statement?

STYLE: Is the writing clear and effective? Does it reflect original thinking? 1 2 3 4 5

CORRECTNESS: Has the essay been edited for grammar, spelling, mechanics, usage, etc.? 1 2 3 4 5

Outcome Criterion

Seventy-five percent of students assessed will achieve a score of "3" or better on each of the rubric criteria.

Strategic Plan Relationship

Outcome Results

Seventy-five percent of students assessed achieved a score of "3" or better on each of the rubric criteria.

Outcome Distance Learning Results

Distance learning instructors reported similar results.

Planned Improvement as an Outcome Result

The English instructors recognize the value of critical analysis as an aid in improving student critical thinking skills, and, in fact, we saw definite improvement in our students' critical thinking skills in the 2007 - 2008 school year.

We realized in our evaluation session that, even though we have the critical analysis rubric as a point of reference, we approach the development of the critical analysis skill differently. We would like to collaborate more closely in developing our approaches to the critical analysis .

Planned Distance Learning Improvement as an Outcome Result

Similar results.

English Education

Plan Period: FY09

Outcome ID#: 5764

Outcome Description

Outcome Description

Recognizing that summary writing provides transition to the higher level reading and thinking skills necessary for life and college, and, because of the good outcomes achieved with the 2006-2007 summary writing LEAP, English instructors wish to continue the 2006-2007 summary writing LEAP for the 2007-2008 school year.

In addition to other skills gained in their composition classes, students in freshman composition classes (English 1301) will exit the classes with the ability to write strong summary without plagiarizing.

Summary writing is an integral component of many types of personal, college, and professional essays. With the ease of copying materials directly from websites, students can become very tempted to create researched essays as collages of cutting and pasting from websites they visit.

It is our thinking that if we teach our students to write good summary and demonstrate to them the importance of good summary writing when writing from sources, that our students will be less inclined toward the temptation to plagiarize by cutting and pasting materials they find.

Since summary writing is an element in many of the more mature writing opportunities we provide our students in freshman composition classes, such as reader response essays, synthesis essays, researched essays, and critical analysis essays, it makes sense to present summary writing in English 1301.

Outcome Strategy

Implementation Strategy

After receiving instruction in summary writing, students will practice writing summaries from works found in the class textbook and / or other sources selected by the instructor.

Students will review how summary is used within larger works, such as researched essays and critical analyses, and they will learn how writing good summary will help them avoid the problem of plagiarism when they begin to write such larger works.

After reviewing uses of and examples of summary, students will receive instruction in discrete skills required to write good summaries, including constructing good introductory paragraphs and sentences, selecting material to quote, incorporating quoted text, and selecting details to include in a summary.

Outcome Method

Assessment Method

In each English 1301 class, a summary writing unit will be provided. Following the summary writing unit, students will submit a summary which will be evaluated using the following rubric :

- a. Introduction: There is an introduction to the summary. 10 points
- b. Source identification: The source being summarized is identified in the introduction. 10 points

- c. Overview summary: A one-sentence overview summary is used as part of the introduction. 10 points
- d. Detail: Sufficient information is given in the summary, depending upon the purpose of the summary. 10 points

- e. Plagiarism: No words are used from the original (except, of course, when they are properly introduced and documented). 30 points

- f. Quotations: Short, interesting quotations are included, which are well tied to the purpose of the summary. 30 points

Outcome Criterion

Criterion (Expected Outcome)

Strategic Plan Relationship

Analyzing literature relates to several of TVCC's General Education Outcomes. As students practice their critical analysis writing skills, they practice communicating "clearly and effectively." Reading skills, such as the abilities to comprehend, analyze, and interpret texts are essential to writing an effective analysis. Learning to identify the most important parts of a reading selection is an important skill that transfers across the curriculum.

D. Clearly, reading skills, such as the abilities to comprehend, analyze, interpret, and evaluate printed materials are necessary skills for summary writing as it is impossible to summarize well if one cannot read well. These reading skills are practiced in juxtaposition with summary writing and are "taught" as part of the process of summary writing.

E. Determining what items should be included in or deleted from a summary involves decision making, and an analysis of discerning the most important points of a reading selection.

F. Texts from which instructors may select material to practice summary are (very) culturally and ethnically diverse, and, since students get to know the material well, they are exposed to and learn to understand and appreciate cultural and ethnic diversity.

G. The texts from which instructors select readings engage students with important political, economic, and social systems.

H. Sum

Outcome Results

Observed Results: Outcome I (writing a summary)

Using as an evaluation tool a common rubric, all instructors reported that at least 85 percent of students in 1301 were able to write an acceptable summary without plagiarizing. Instructors observed that the success students experienced through learning to summarize improved reading skills, including comprehension, analysis, interpretation, and evaluation, as listed in "Relationship to General Education Outcomes."

Outcome Distance Learning Results

Observed Results: Outcome I (writing a summary)

Planned Improvement as an Outcome Result

Changes as a result of evaluation:

Instructors realize that writing an effective summary depends on the ability to write effective sentences. For this reason, instructors have identified the correction of fragments, run-on sentences, and comma splices as the learning outcome for 2010.

Planned Distance Learning Improvement as an Outcome Result

Changes as a result of evaluation for distance classes:

English Education

Plan Period: FY09

Outcome ID#: 5766

Outcome Description

Students will be able to recognize and use vocabulary essential to understanding, analyzing, critically interpreting, and writing about literature.

Outcome Strategy

The following departmental lexicon will be distributed to students early in the semester. As the semester progresses, instructors will reinforce the importance of the vocabulary by providing drills, readings, and writings which reinforce the acquisition of the vocabulary words.

Lexicon relating to glossary in Bedford text:

1. Genre - A French word meaning kind or type. In literature, major _____ are poetry, fiction, drama, and essays.

12. Foreshadowing – The introduction early in a story of verbal and dramatic hints that suggest what is to come later.

13. Climax - The moment of greatest emotional tension in a narrative, usually marking a turning point in the plot at which the rising action reverses to become the falling action.

14. Personification - A form of metaphor in which human characteristics are attributed to nonhuman things.

15. Simile - A common figure of speech that makes an explicit comparison between two things by using words such as like or as.

Outcome Method

Students exiting English 1302 will be administered an assessment instrument which evaluates the acquisition of vocabulary words from the departmental lexicon.

Outcome Criterion

Eighty-five (85) percent of those students assessed during the semester throughout the district will demonstrate the ability to place at least 90 percent of the lexicon in proper context.

Strategic Plan Relationship

This LEAP relates to TVCC's General Education Outcomes in several ways.

a. as students' vocabularies expand, they will communicate more clearly and effectively

b. Students will become more secure and more competent readers and writers of English. This will aid them in becoming more capable in demonstrating their ability to understand, analyze, interpret, and evaluate printed materials.

d. Very importantly, due to improved comprehension, students will realize improved critical thinking skills.

j. Improved critical thinking skills prompted by the improved comprehension will contribute to an intellectual self-confidence which will help propel students towards becoming more competent and engaged learners.

Outcome Results

Observed Results: Outcome II (literary terminology)

Using objectives tests, instructors assessed that 85 percent of students were able to place at least 90 percent of the terms in proper context. Instructors observed that the ability to apply these literary terms to specific selections improved reading skills and improved their thinking skills.

Outcome Distance Learning Results

Observed Results: Outcome II (literary terminology)

Planned Improvement as an Outcome Result

Changes as a result of evaluation:

The success of the students in these classes encourages instructors to continue stressing literary terminology as an essential part of the course. All instructors agree that a knowledge of these terms contributed to the improved intellectual self-confidence of these students, thus improving their competence as engaged learners, as listed as skills instructors believed relevant to "General Education Outcomes."

Planned Distance Learning Improvement as an Outcome Result

Changes as a result of evaluation:

English Education

Plan Period: FY09

Outcome ID#: 5767

Outcome Description

Students will be able to read and analyze literature and, without plagiarizing, construct a critical analysis in response to it.

Outcome Strategy

Lectures, reading assignments, class projects, writing assignments, and class discussions will be used to help students learn the techniques of reading and analyzing literature as well as writing critical analyses.

Outcome Method

At a time during the semester which is convenient to individual instructors, a critical analysis will be assigned and evaluated using the departmental rubric which follows here.

Possible essay instructions for a critical analysis:

Write a critical analysis which focuses on a topic that you find interesting from the assigned selection. The topic might be a scene which "speaks" about the entire work, a character who, though "flat," provides important background details which build suspense, or a theme or sub-theme you see emerge from the text. Your analysis should have a thesis statement and you should reference literary elements and devices as you support your thesis statement.

Critical Analysis Rubric:

EFFECTIVE,,
WEAK

FOCUS: Does the essay focus stay focused on your topic? 1 2 3 4 5

Do all details relate to that topic?

What is the topic?

ORGANIZATION: Do all parts of the essay develop 1 2 3 4 5

the topic logically and systematically?

Is there :

--a clear introduction with a thesis statement

--logical sequence

--a conclusion which reinforces the thesis statement

EXPANSION: Is the thesis statement supported/explored 1 2 3 4 5

with abundant facts, specific details, examples,

and relevant quotations from the text and

sources?

LITERARY ELEMENTS: Does the discussion draw 1 2 3 4 5

upon knowledge of literary devices such as setting, symbolism, characterization, tone, voice, etc. to support the writer's thesis statement?

STYLE: Is the writing clear and effective? Does it reflect original thinking? 1 2 3 4 5

CORRECTNESS: Has the essay been edited for grammar, spelling, mechanics, usage, etc.? 1 2 3 4 5

Outcome Criterion

Seventy-five percent of students assessed will achieve a score of 3 or better on each of the rubric criteria.

Strategic Plan Relationship

- A. Writing critical analyses relates to several of TVCC's General Education Outcomes. Students practice communicating clearly and effectively when writing critical analyses.
- B. Reading comprehending and interpretation skills are essential to writing a critical analysis.
- C. Comprehension, analysis, and interpretation of literature will develop skills that are used across the curriculum. It is impossible to analyze if one cannot read well.
- E. Determining what items should be included in or deleted from a critical analysis involves discerning the most important points of a reading selection.

Outcome Results

Observed Results: Outcome 3 (writing a critical analysis)
Instructors observed that seventy-five percent of students assessed were able to achieve a score of 3 or better for a critical analysis graded using a standard rubric. This success hopefully will benefit students in all areas requiring reading comprehension and interpretation skills.

Outcome Distance Learning Results

Observed Results: Outcome 3 (writing a critical analysis)

Planned Improvement as an Outcome Result

Changes as a result of evaluations:
Instructors agree that papers will continue to improve as students learn more about basic research skills. Therefore, instructors have chosen to establish correct documentation as a learning outcome for 2010.

Planned Distance Learning Improvement as an Outcome Result

Changes as a result of evaluations:

English Education

Plan Period: FY10

Outcome ID#: 5963

Outcome Description

Recognizing that the use of conventions of Standard American English is a necessity for student success in higher level reading, writing, and thinking skills, English instructors will devote adequate instructional time to grammar instruction in each 1301 course.

English 1301, per TVCC course catalog, aims to help the student acquire and/or improve their skills in producing effective writing that is acceptable in the academic and professional world. Thus, an emphasis upon correct grammar and sentence structure is a crucial component of freshman English.

Outcome Strategy

After completing a standardized pretest/diagnostic assessment, each instructor will tailor his/her course instruction in grammar and sentence structure in line with the needs of the students. However, there will be some instruction given in each of the areas designated in the course required text *Writer's Reference*. Students will be given exercises and practice in subject verb agreement along with the other elements of grammar. Students will then take their awareness and knowledge of subject verb agreement and carry it over into their essay/composition writing.

Outcome Method

Assessment Method

In each English 1301 class, grammar will be taught throughout the semester in different units. At the beginning of the semester, a pretest will be administered to each ENGL 1301 student. Subsequently, an end of the semester post-test will be administered as well and the subject/verb agreement portion will be used to assess this learning outcome.

Outcome Criterion

85 percent of those students assessed will demonstrate the ability to recognize a lack of subject/verb agreement in a sentence as well as have the ability to correct the problem.

Strategic Plan Relationship

Outcome Results

According to data compiled from English 1301 instructors, 86% of students were successful in identifying issues with subject/verb agreement and were also capable of correcting problems in this area of written communication.

Outcome Distance Learning Results

According to data compiled from English 1301 instructors, 86% of students were successful in identifying issues with subject/verb agreement and were also capable of correcting problems in this area of written communication.

Planned Improvement as an Outcome Result

Due to the above data indicating that the students exceeded the goal of the department, it is recommended that the instruction, implementation, assessment method, and criterion remain consistent for the upcoming term.

Planned Distance Learning Improvement as an Outcome Result

Due to the above data indicating that the students exceeded the goal of the department, it is recommended that the instruction, implementation, assessment method, and criterion remain consistent for the upcoming term.

English Education

Plan Period: FY10

Outcome ID#: 5964

Outcome Description

Student will be able to recognize and use vocabulary essential to understanding, analyzing, critically interpreting, and writing about literature.

Outcome Strategy

The following departmental lexicon will be distributed to students early in the semester. As the semester progresses, instructors will reinforce the importance of the vocabulary by providing drills, readings, and writings which reinforce the acquisition of the vocabulary words.

Lexicon relating to glossary in Bedford text:

1. Genre - A French word meaning kind or type. In literature, major _____ are poetry, fiction, drama, and essays.

12. Foreshadowing – The introduction early in a story of verbal and dramatic hints that suggest what is to come later.

13. Climax - The moment of greatest emotional tension in a narrative, usually marking a turning point in the plot at which the rising action reverses to become the falling action.

14. Personification - A form of metaphor in which human characteristics are attributed to nonhuman things.

15. Simile - A common figure of speech that makes an explicit comparison between two things by using words such as like or as.

Outcome Method

Students exiting English 1302 will be administered an assessment instrument which evaluates the acquisition of vocabulary words from the departmental lexicon.

Outcome Criterion

85 percent of those students assessed during the semester on all TVCC campuses will demonstrate the ability to place at least 90 percent of the lexicon in proper context.

Strategic Plan Relationship

This LEAP relates to TVCC's General Education Outcomes in several ways.

a. as students' vocabularies expand, they will communicate more clearly and effectively

b. Students will become more secure and more competent readers and writers of English. This will aid them in becoming more capable in demonstrating their ability to understand, analyze, interpret, and evaluate printed materials.

d. Very importantly, due to improved comprehension, students will realize improved critical thinking skills.

j. Improved critical thinking skills prompted by the improved comprehension will contribute to an intellectual self-confidence which will help propel students towards becoming more competent and engaged learners.

Outcome Results

At the end of each semester, English 1302 students were administered an assessment to measure their knowledge of literary vocabulary used in proper context. According to data collected from those instructors, 88% of students tested scored 85% better.

Outcome Distance Learning Results

At the end of each semester, English 1302 students were administered an assessment to measure their knowledge of literary vocabulary used in proper context. According to data collected from those instructors, 88% of students tested scored 85% better.

Planned Improvement as an Outcome Result

Due to the above data indicating that the students exceeded the goal of the department, it is recommended that the instruction, implementation, assessment method, and criterion remain consistent for the upcoming term.

Planned Distance Learning Improvement as an Outcome Result

Due to the above data indicating that the students exceeded the goal of the department, it is recommended that the instruction, implementation, assessment method, and criterion remain consistent for the upcoming term.

English Education

Plan Period: FY10

Outcome ID#: 5965

Outcome Description

Students will be able to read and analyze literature and, without plagiarizing, will be able to construct a critical analysis in response to it.

Outcome Strategy

Lectures, reading assignments, class projects writing assignments, and class discussions will be used to help students learn the techniques of reading and analyzing literature as well as writing critical analyses.

Outcome Method

At a time during the semester which is convenient to individual instructors, a critical analysis will be assigned and evaluated using the departmental rubric which follows here.

Possible essay instructions for a critical analysis:

Write a critical analysis which focuses on a topic that you find interesting from the assigned selection. The topic might be a scene which "speaks" about the entire work, a character who, though "flat," provides important background details which build suspense, or a theme or sub-theme you see emerge from the text. Your analysis should have a thesis statement and you should reference literary elements and devices as you support your thesis statement.

Critical Analysis Rubric:

EFFECTIVE,,
WEAK

FOCUS: Does the essay focus stay focused on your topic? 1 2 3 4 5

Do all details relate to that topic?

What is the topic?

ORGANIZATION: Do all parts of the essay develop 1 2 3 4 5

the topic logically and systematically?

Is there :

--a clear introduction with a thesis statement

--logical sequence

--a conclusion which reinforces the thesis statement

EXPANSION: Is the thesis statement supported/explored 1 2 3 4 5

with abundant facts, specific details, examples,

and relevant quotations from the text and

sources?

LITERARY ELEMENTS: Does the discussion draw 1 2 3 4 5

upon knowledge of literary devices such as setting, symbolism, characterization, tone, voice, etc. to support the writer's thesis statement?

STYLE: Is the writing clear and effective? Does it reflect original thinking? 1 2 3 4 5

CORRECTNESS: Has the essay been edited for grammar, spelling, mechanics, usage, etc.? 1 2 3 4 5

Outcome Criterion

75 percent of students assessed will achieve a score of 3 or better on each of the rubric criteria.

Strategic Plan Relationship

A. Writing critical analyses relates to several of TVCC's General Education Outcomes. Students practice communicating clearly and effectively when writing critical analyses.

B. Reading comprehending and interpretation skills are essential to writing a critical analysis.

C. Comprehension, analysis, and interpretation of literature will develop skills that are used across the curriculum. It is impossible to analyze if one cannot read well.

E. Determining what items should be included in or deleted from a critical analysis involves discerning the most important points of a reading selection.

Outcome Results

According to data submitted by TVCC English professors, 85% of 1302 students were able to successfully compose a critical analysis of literature without plagiarizing. Students incorporated the skills of utilizing clear communication as well as effective writing in order to meet this standard set forth by the department.

Outcome Distance Learning Results

According to data submitted by TVCC English professors, 85% of 1302 students were able to successfully compose a critical analysis of literature without plagiarizing. Students incorporated the skills of utilizing clear communication as well as effective writing in order to meet this standard set forth by the department.

Planned Improvement as an Outcome Result

After evaluating the above data, the department recommends that the current objective, implementation, assessment method, and criteria for measuring student progress remain consistent for the next term.

Planned Distance Learning Improvement as an Outcome Result

After evaluating the above data, the department recommends that the current objective, implementation, assessment method, and criteria for measuring student progress remain consistent for the next term.

English Education

Plan Period: FY11

Outcome ID#: 6408

Outcome Description

Recognizing that the use of conventions of Standard American English is a necessity for student success in higher level reading, writing, and thinking skills, English instructors will devote adequate instructional time to grammar instruction in each 1301 course.

English 1301, per TVCC course catalog, aims to help the student acquire and/or improve their skills in producing effective writing that is acceptable in the academic and professional world. Thus, an emphasis upon correct grammar and sentence structure is a crucial component of freshman English.

Outcome Strategy

After completing a standardized pretest/diagnostic assessment, each instructor will tailor his/her course instruction in grammar and sentence structure in line with the needs of the students. However, there will be some instruction given in each of the areas designated in the course required text *Writer's Reference*. Students will be given exercises and practice in subject verb agreement along with the other elements of grammar. Students will then take their awareness and knowledge of subject verb agreement and carry it over into their essay/composition writing.

Outcome Method

In each English 1301 class, grammar will be taught throughout the semester in different units. At the beginning of the semester, a pretest will be administered to each ENGL 1301 student. Subsequently, an end of the semester post-test will be administered as well and the subject/verb agreement portion will be used to assess this learning outcome.

Outcome Criterion

85 percent of those students assessed will demonstrate the ability to recognize a lack of subject/verb agreement in a sentence as well as have the ability to correct the problem.

Strategic Plan Relationship

Outcome Results

According to the data compiled by the English 1301 instructors, 83% of students were successful in identifying issues with subject/verb agreement and were also capable of correcting problems in this area of written communication.

Outcome Distance Learning Results

According to the data compiled by the English 1301 instructors, 82% of students were successful in identifying issues with subject/verb agreement and were also capable of correcting problems in this area of written communication.

Planned Improvement as an Outcome Result

In the January department meeting, we will discuss how we can improve this score in order to meet our goals. In addition, we may examine other factors in relationship between tests scores, the changing dynamics of our student bodies, and the emphasis placed upon the specific lesson activities geared toward meeting our goals.

In the departmental meeting, we will discuss the following:

- What we can do to better meet this goal as a body of instructors.
- How our student body is changing and how we can work to meet their needs.
- If our measurement tool is effective, ineffective, or needs to be modified.

Planned Distance Learning Improvement as an Outcome Result

In the January department meeting, we will discuss how we can improve this score in order to meet our goals. In addition, we may examine other factors in relationship between tests scores, the changing dynamics of our student bodies, and the emphasis placed upon the specific lesson activities geared toward meeting our goals.

English Education

Plan Period: FY11

Outcome ID#: 6409

Outcome Description

Student will be able to recognize and use vocabulary essential to understanding, analyzing, critically interpreting, and writing about literature.

Outcome Strategy

The following departmental lexicon will be distributed to students early in the semester. As the semester progresses, instructors will reinforce the importance of the vocabulary by providing drills, readings, and writings which reinforce the acquisition of the vocabulary words.

Lexicon relating to glossary in Bedford text:

1. Genre - A French word meaning kind or type. In literature, major _____ are poetry, fiction, drama, and essays.

12. Foreshadowing – The introduction early in a story of verbal and dramatic hints that suggest what is to come later.

13. Climax - The moment of greatest emotional tension in a narrative, usually marking a turning point in the plot at which the rising action reverses to become the falling action.

14. Personification - A form of metaphor in which human characteristics are attributed to nonhuman things.

15. Simile - A common figure of speech that makes an explicit comparison between two things by using words such as like or as.

Outcome Method

Students exiting English 1302 will be administered an assessment instrument which evaluates the acquisition of vocabulary words from the departmental lexicon.

Outcome Criterion

85 percent of those students assessed during the semester on all TVCC campuses will demonstrate the ability to place at least 90 percent of the lexicon in proper context.

Strategic Plan Relationship

This LEAP relates to TVCC's General Education Outcomes in several ways.

- a. as students' vocabularies expand, they will communicate more clearly and effectively
- b. Students will become more secure and more competent readers and writers of English. This will aid them in becoming more capable in demonstrating their ability to understand, analyze, interpret, and evaluate printed materials.
- d. Very importantly, due to improved comprehension, students will realize improved critical thinking skills.
- j. Improved critical thinking skills prompted by the improved comprehension will contribute to an intellectual self-confidence which will help propel students towards becoming more competent and engaged learners.

Outcome Results

At the end of each semester, English 1302 students were administered an assessment to measure their knowledge of literary vocabulary used in proper context. According to data collected from the English 1302 instructors, 88% of the students assessed scored 92%.

Outcome Distance Learning Results

At the end of each semester, English 1302 students were administered an assessment to measure their knowledge of literary vocabulary used in proper context. According to data collected from the English 1302 instructors, 86% of the students assessed scored 90%.

Planned Improvement as an Outcome Result

Due to the above data indicating that the students exceeded the goal of the department, it is recommended that the instruction, implementation, assessment method, and criterion remain consistent for the upcoming term.

Planned Distance Learning Improvement as an Outcome Result

Due to the above data indicating that the students exceeded the goal of the department, it is recommended that the instruction, implementation, assessment method, and criterion remain consistent for the upcoming term.

EXPANSION: Is the thesis statement supported/explored 1 2 3 4 5
with abundant facts, specific details, examples,

and relevant quotations from the text and
sources?

LITERARY ELEMENTS: Does the discussion draw 1 2 3 4 5
upon knowledge of literary devices such
as setting, symbolism, characterization,
tone, voice, etc. to support the writer's
thesis statement?

STYLE: Is the writing clear and effective? Does it 1 2 3 4 5
reflect original thinking?

CORRECTNESS: Has the essay been edited for 1 2 3 4 5
grammar, spelling, mechanics, usage, etc.?

Outcome Criterion

75 percent of students assessed will achieve a score of 3 or better on each of the rubric criteria.

Strategic Plan Relationship

A. Writing critical analyses relates to several of TVCC's General Education Outcomes. Students practice communicating clearly and effectively when writing critical analyses.

B. Reading comprehending and interpretation skills are essential to writing a critical analysis.

C. Comprehension, analysis, and interpretation of literature will develop skills that are used across the curriculum. It is impossible to analyze if one cannot read well.

E. Determining what items should be included in or deleted from a critical analysis involves discerning the most important points of a reading selection.

Outcome Results

At the end of each semester, English 1302 students were administered an assessment to measure their knowledge of literary vocabulary used in proper context. According to data collected from the English 1302 instructors, 88% of the students assessed scored 92%.

Outcome Distance Learning Results

At the end of each semester, English 1302 students were administered an assessment to measure their knowledge of literary vocabulary used in proper context. According to data collected from the English 1302 instructors, 86% of the students assessed scored 90%.

Planned Improvement as an Outcome Result

Due to the above data indicating that the students exceeded the goal of the department, it is recommended that the instruction, implementation, assessment method, and criterion remain consistent for the upcoming term.

Planned Distance Learning Improvement as an Outcome Result

Due to the above data indicating that the students exceeded the goal of the department, it is recommended that the instruction, implementation, assessment method, and criterion remain consistent for the upcoming term.

Foreign Language Education

Plan Period: FY06

Outcome ID#: 197

Outcome Description

Students will be able to write a simple sentence, in the present indicative, by the end of 1411.

Outcome Strategy

Students will be required to speak, using infinitive phrases during the first half of 1411. They will begin this process by use of regular and irregular verbs that require an infinitive which follow an English word order.

Students will be required to memorize 100 transitive verbs for use with these phrases.

Students will be required to memorize 66 phrases that require an infinitive.

Outcome Method

By the end of 1411, students will be able to complete a final translating sentences from English to Spanish in written form. A random sample will be kept on file.

Outcome Criterion

40% of the students will score 70 or better on this final. A random sample will be kept on file.

Strategic Plan Relationship

This project will address two of TVCC's General Education Outcomes:

1. Written Communication: By translating from English to Spanish, students will think more about the way that they are writing native language.
2. Critical Thinking: Critical thinking is used in sentence construction. One must choose the parts to include and the parts to leave out in the target language.

Outcome Results

By using phrases that required an infinitive, 60 % of the students were able to demonstrate on this instrument that they were able to write a simple Spanish sentence.

Translate to Spanish.

It's time to arrive.

Please eat.

It's a shame to take it.

It's difficult to write it.

I have just finished it.

I should give it to her.

I don't try to drink.

I have to ask for them.

Do you know how to draw?

Can you help us?

Have you been able to call mom?
Do you want to buy it?
She stops smoking.
Does he know how to drive?
We should wash.
Should we continue it?
Jim has just paid.
Is Mary going to worry?
I'm not going to do it.
Is your family going to leave?
We can't look at them.
We need to take it to Salem Oregon.
Does Juan know how to clean it?
María should help do it.
Please don't tell it to me.
They have to smoke it outside.
We haven't been able to turn it off.
They try to cover them with plastic.
I'm not going to trade it.
Who is going to win?
Please pronounce it.
Can my boy turn on the lights?
Can Jim live with us?
I can't write you today.
We're going to look for them.
Am I going to pass the car?
Who wants to push?
I'm going to take the thorn out.
Is the store going to open?
You should teach us.
It's important to subtract it.
Dad isn't going to keep them.
It's natural to ask her.
It's okay to cut it.
One must sign here.
I can't hear.
We need to read it now.
Please don't tear them.
It's time to put them away.
Can she taste the coffee?
Over 90%, of students tested, made a 70 or higher on this exam!

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Students were introduced to verbs that require infinitives during the second week of class. Three instruments were designed to instill the phrases. This LEAP will change for next year to incorporate more listening and speaking measures.

Planned Distance Learning Improvement as an Outcome Result

NA

Foreign Language Education

Plan Period: FY06

Outcome ID#: 198

Outcome Description

Students will be able to continue learning Spanish via the internet by the end of 1412.

Outcome Strategy

The students will work on selected sites and familiarize themselves with new materials outside of the class. They will share with other classmates, through mid semester oral presentations, how to learn from these sites. The students will provide printed materials of the web pages.

All 1411 and 1412 classes will maintain a directory of these sites.

Outcome Method

Volunteer samples of oral presentations and visualized web pages will be archived from each 1411 and 1412 class. There will be an essay evaluation of those materials used by students.

Outcome Criterion

By the end of 1412 40% of students will be familiar with these sites. Evidence of this will be retained from questions on the 1412 final in an essay format.

Strategic Plan Relationship

This will address four of TVCC's General Education Outcomes:

1. Oral Communication: Good oral skills are needed to explain and teach about the use of these internet sites.
2. Computer Literacy: With collaborative information about the use of these sites, students will improve their computer literacy.
3. Critical Thinking: Critical thinking is employed as the students prepare the oral reports. They must decide what is important to employ and what should be left out of their presentations.
4. Reading Comprehension: In order to understand the material in these sites, students must be able to read well.

Outcome Results

All of the 1412 students participated by:

1. Giving a 5 to 10 minute presentation of their sites
2. Demonstrating how to use their sites
3. Each were to do a minimum of ten sites

They were graded on the presentation and random sites were posted for others to view on my website at <http://www.tvcc.edu/depts/Spanish/links.html>

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Our program has used these sites in lab assignments and as tutorials for students.

Planned Distance Learning Improvement as an Outcome Result

NA

Foreign Language Education

Plan Period: FY06

Outcome ID#: 199

Outcome Description

Students will be able to write a paragraph in Spanish by the end of Spanish 2312.

Outcome Strategy

The students will keep a continuous journal of grammar, infinitive phrases, and other communicative tools from each course. They will teach each area covered, using examples, as they progress through Spanish 1411 to Spanish 2312.

The students will do five minute oral presentations during each course. They will only be permitted to use Spanish notes.

Students will volunteer to help in a language-based community situation during their 2312 Spanish course. This will occur on a reasonable cycle over the semester.

Outcome Method

A sample of student journals and oral presentation materials will be kept from a random sample of the students.

Outcome Criterion

40% of the students will be able to score a 70 or above on the assigned materials.

Strategic Plan Relationship

This project will address four of TVCC's General Education Outcomes:

1. Written communication: Good foreign language skills enhance English by examining how to summarize our thoughts on all academic essay tests.
2. Critical thinking: Critical thinking is employed in conjugation and sentence building. One determines what parts are needed to speak in complete sentences.
3. Oral Communication: Good oral skills are needed to translate from one language to another.
4. Reading Comprehension: In order to translate in writing, a student must be able to read well and comprehend what is needed for translation.

Outcome Results

These journals were turned in; hoping that writing for a Spanish language novella would produce more Spanish prose. I felt that the efforts to do journal entries in Spanish were not weighted sufficiently in our grading formula to produce success with this strategy.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

I require daily, anonymous writing in Spanish throughout Spanish 2311 and 2312.

Planned Distance Learning Improvement as an Outcome Result

NA

Foreign Language Education

Plan Period: FY07

Outcome ID#: 452

Outcome Description

Students will be able to write in simple sentences by the end of Spanish 1411.

Outcome Strategy

Students will be required to take dictation of poems and simple phrases during the first half of the semester. They will be given a set of phrases, to use in class communication, that require an infinitive.

Outcome Method

Short 5 minute papers, in Spanish, will be encouraged at the beginning and end of each lecture. These will be anonymous. Samples will be kept from the first, seventh, and last week of the course.

Outcome Criterion

70% of the students will demonstrate, by semester's end, their ability to communicate in simple, Spanish phrases on these short papers.

Strategic Plan Relationship

Because students will be encouraged to communicate only in Spanish, they must engage each other in both oral and written Spanish. By responding to cues and body language of Spanish speaking cultures, critical thinking will be employed.

Outcome Results

The five minute papers that were generated have shown that 55% of the students were improving their ability to communicate in complete thoughts in our target language. The frequency of the activity provided an excitement as more questions and answers became part of the anonymous dialogues.

Outcome Distance Learning Results

The distance students used the instant messaging feature and entered their thoughts throughout each lecture. This increased the quality of the live broadcast and I was able to submerge the students in the target language earlier in the semester. The 55% result under the data summary above reflected online students participation in these five minute papers.

Planned Improvement as an Outcome Result

I will continue to use this strategy next year. It is working. I hope to improve the percentage from 55% to 65%.

Planned Distance Learning Improvement as an Outcome Result

I'm very pleased with the results and I will continue to employ this strategy.

Foreign Language Education

Plan Period: FY07

Outcome ID#: 453

Outcome Description

Students will be able to continue learning of the language outside of the class via the internet.

Outcome Strategy

Students will discover sites that teach Spanish through collaborative sessions in the language lab.
Students will create study groups, via the internet, to tutor each other and prepare for oral presentations.

Outcome Method

Samples of oral presentations will demonstrate the engagement. At least three presentations will be required.

Outcome Criterion

75% of students will demonstrate through a pre and post survey instrument, their growth and knowledge of the sites.

Strategic Plan Relationship

Through this collaborative effort; critical thinking, computer literacy and reading will be enhanced.

Outcome Results

61% of the students assessed on the survey at the end of the semester were able to demonstrate an increased knowledge and of the web resources available outside of the formal classroom.

Outcome Distance Learning Results

80% of the students in distance learning settings were able to demonstrate a new awareness of the internet offerings for continued language acquisition outside of the traditional course offerings.

Planned Improvement as an Outcome Result

Because of the excitement and participation involved in the oral presentations, I will continue to explore this avenue to engage students in foreign language settings that the web provides. The oral presentations were conducted through the "Elluminate Live" software for the online classes. The online live feature is available to 100% of the online students. 100% utilized the microphone during the live meetings in order to complete their presentations. Their presentations were accomplished with this tool, which was first designed for business presentations, but is adapted for educational purposes. Thus, the presentations were identical as the face to face "studio classroom".

Planned Distance Learning Improvement as an Outcome Result

The distance learners were challenged to think outside of the platform that we were using. With that in mind, I'm excited about continuing this process.

Foreign Language Education

Plan Period: FY07

Outcome ID#: 454

Outcome Description

Students will be able to write a short paper in Spanish by the end of 2312.

Outcome Strategy

Students will keep a continuous journal of class notes, current events and cultural observances for the semester.

Outcome Method

A random sample of journals will be kept to demonstrate enhancement of writing skills.

Outcome Criterion

70% of the 2312 students will have moved from simple statements to coherent paragraphs as demonstrated in the sample journals.

Strategic Plan Relationship

This addresses three of TVCC's General Education Outcomes:

1. Foreign language skills enhance English by learning how to summarize our thoughts.
2. Critical thinking is employed in conjugation and sentence construction.
3. Keeping a journal will cause the student to move to engaged learning.

Outcome Results

The journal entries were surprising! The native speakers in the course demonstrated poor grammar practices that helped me gain a new perspective regarding their needs.

The non-native speakers demonstrated a better grasp of summary writing and dedication to the task. They would tutor each other and compare their journal entries.

Outcome Distance Learning Results

The journal entries were surprising with the distance learners as well! The native speakers in the course demonstrated poor grammar practices that helped me gain a new perspective regarding their needs. Only 10% of the native speakers met the expectations of summary writing and dedication to the task.

Planned Improvement as an Outcome Result

I will try to focus more on the alleged bilingual student in 2312. I plan to team them with non-native speakers to see if their journal entries improve.

Planned Distance Learning Improvement as an Outcome Result

I will try to focus more on the alleged bilingual student in 2312. I plan to team them with non-native speakers to see if their journal entries improve.

Foreign Language Education

Plan Period: FY08

Outcome ID#: 1230

Outcome Description

At the completion of Spanish 1411 the students will be able to describe people, moods, and health in an anonymous written sample.
The sample will be at least 100 words in length and written in class without prior notice.

Outcome Strategy

Each class will be given a 35 word assessment after two weeks of class as a baseline. They will be asked to describe themselves in a paragraph. Of course, Spanish only will be required. This instrument will be anonymous.

Outcome Method

One week before the final exam, 1411 students will be given the 100 word, anonymous, assessment instrument. Spanish only will be required.

Outcome Criterion

65% of the 1411 students will be able to describe people, their moods and health with a score of 70 or better on this assessment instrument.

Strategic Plan Relationship

As a student develops a second language, they enhance their own written and oral skills in their native language, English.

Outcome Results

72% of the 1411 students were able to describe people, their moods and health with a score of 70 or better on this assessment instrument.

This data will be kept on file.

Outcome Distance Learning Results

82% of the 1411 students were able to describe people, their moods and health with a score of 70 or better on this assessment instrument.

Planned Improvement as an Outcome Result

I will continue to give a 35 word assessment after two weeks of class as a baseline. Every 4 weeks students will be asked to compose longer samples, culminating in the 100 word assessment. Of course, Spanish only will continue to be required. This instrument will be anonymous.

Planned Distance Learning Improvement as an Outcome Result

I will continue to give a 35 word assessment after two weeks of class as a baseline. Every 4 weeks students will be asked to compose longer samples culminating, in the 100 word assessment. Of course, Spanish only will continue to be required. This instrument will be anonymous.

Foreign Language Education

Plan Period: FY08

Outcome ID#: 1231

Outcome Description

By the end of Spanish 1412, the students will be able to translate in the past tense, using simple sentences.

Outcome Strategy

The students will be given 66 modals in the preterit and imperfect tenses by the 6th week of class.

The students will incorporate these modals with a lexicon of 100 infinitives by the end of the 8th week of class.

Outcome Method

By the 13th week of class, the students will be given an anonymous assessment of 45 sentences.

Outcome Criterion

70% of the students sampled will be able to score 80% or better on the instrument.

Strategic Plan Relationship

The student will appreciate cultural nuances and become sensitive to translation challenges.

Outcome Results

The students were given 66 modals in the preterit and imperfect tenses by the 6th week of class.

The students incorporated these modals with a lexicon of 100 infinitives by the end of the 8th week of class.

70% of the students sampled were able to score 80% or better on the instrument.

A sample is kept on file.

Outcome Distance Learning Results

The students were given 66 modals in the preterit and imperfect tenses by the 6th week of class.

Planned Improvement as an Outcome Result

This was an excellent exercise that 1412 students enjoyed doing and using in everyday situations. I will continue to employ this instrument during the 6th week of the semester.

Planned Distance Learning Improvement as an Outcome Result

This was an excellent exercise that 1412 students enjoyed doing and using in everyday situations. I will continue to employ this instrument during the 6th week of the semester.

Foreign Language Education

Plan Period: FY08

Outcome ID#: 1245

Outcome Description

Students in 2311 will be able to give a five minute oral presentation in Spanish demonstrating cultural sources on the world wide web by the 8th week of the semester.

Outcome Strategy

Sample sites will be introduced, and modeled during the lecture in the previous week before the presentations are due.

Outcome Method

Students will accomplish the presentation in Spanish using:

Web sources

Detail (sufficient information)

Modismos

Reponses to class questions

Outcome Criterion

70% of the students will accomplish the presentation in Spanish using:

Strategic Plan Relationship

Speaking in a foreign language enhances English usage overall.

Outcome Results

Students in 2311 gave a five minute oral presentation in Spanish demonstrating cultural sources on the world wide web during the 8th week of the semester.

75% of the students were able to accomplish the presentation in Spanish with an average score of 83%.

Outcome Distance Learning Results

Students in 2311 gave a five minute oral presentation in Spanish demonstrating cultural sources on the world wide web during the 8th week of the semester.

Planned Improvement as an Outcome Result

I will continue to employ this technique next year. The students were motivated to search these sites and others after this exercise.

Planned Distance Learning Improvement as an Outcome Result

I will continue to employ this technique next year. The students were motivated to search these sites and others after this exercise.

Foreign Language Education

Plan Period: FY09

Outcome ID#: 5783

Outcome Description

At the completion of Spanish 1411 the students will be able to describe people, moods, and health in an anonymous written sample.
The sample will be at least 100 words in length and written in class without prior notice.

Outcome Strategy

Each class will be given a 35 word assessment after two weeks of class as a baseline. They will be asked to describe themselves in a paragraph. Of course, Spanish only will be required. This instrument will be anonymous.

Outcome Method

One week before the final exam, 1411 students will be given the 100 word, anonymous, assessment instrument. Spanish only will be required.

Outcome Criterion

65% of the 1411 students will be able to describe people, their moods and health with a score of 70 or better on this assessment instrument.

Strategic Plan Relationship

As a student develops a second language; they enhance their own written and oral skills in their native language, English.

Outcome Results

Spanish 1411 - 82 % mastered the educational outcomes using an instrument which evaluates the student's ability to use original writing skills, oral skills and assess student comprehension. These results included students in Distance Education.

Outcome Distance Learning Results

Spanish 1411 - 82 % mastered the educational outcomes using an instrument which evaluates the student's ability to use original writing skills, oral skills and assess student comprehension. Distance students were exposed to the same instrument.

Planned Improvement as an Outcome Result

The faculty were excited about the results of the assessment. Because of this, we would like to increase the percentage to 75% for the next academic year.

Planned Distance Learning Improvement as an Outcome Result

The faculty were excited about the results of the assessment. Because of this, we would like to increase the percentage to 75% for the next academic year.

Foreign Language Education

Plan Period: FY09

Outcome ID#: 5784

Outcome Description

By the end of Spanish 1412, the students will be able to translate in the past tense, using simple sentences.

Outcome Strategy

The students will be given 66 models in the preterit and imperfect tenses by the 6th week of class.

The students will incorporate these models with a lexicon of 100 infinitives by the end of the 8th week of class.

Outcome Method

By the 13th week of class, the students will be given an anonymous assessment of 45 sentences.

Outcome Criterion

70% of the students sampled will be able to score 80% or better on the instrument.

Strategic Plan Relationship

The student will appreciate cultural nuances and become sensitive to translation challenges.

Outcome Results

Spanish 1412 – 86% mastered the educational outcomes using an instrument which evaluates the student’s ability to use original writing skills, oral skills and assess student comprehension. This was an instrument using the preterite and imperfect tenses.

Outcome Distance Learning Results

Spanish 1412 – 86% mastered the educational outcomes using an instrument which evaluates the student’s ability to use original writing skills, oral skills and assess student comprehension. This was an instrument using the preterite and imperfect tenses.

Planned Improvement as an Outcome Result

We will endeavor to move the percentage to 75% of students from 70% will score 80% or better.

Planned Distance Learning Improvement as an Outcome Result

We will endeavor to move the percentage to 75% of students from 70% will score 80% or better.

Foreign Language Education

Plan Period: FY09

Outcome ID#: 5785

Outcome Description

Students in 2311 will be able to give a five minute oral presentation in Spanish demonstrating cultural sources on the world wide web by the 8th week of the semester.

Outcome Strategy

Sample sites will be introduced, and modeled during the lecture in the previous week before the presentations are due.

Outcome Method

Students will accomplish the presentation in Spanish using:

Web sources

Detail (sufficient information)

Modismos

Response to class questions

Outcome Criterion

70% of the students will accomplish the presentation in Spanish using:

Strategic Plan Relationship

Speaking in a foreign language enhances English usage overall.

Outcome Results

65% of students were able to accomplish the presentation in Spanish using:

-Web sources

-Detail (sufficient information)

-Modismos

-Response to class questions

Outcome Distance Learning Results

60% of students were able to accomplish the presentation in Spanish using:

Planned Improvement as an Outcome Result

The a revision of the rubric will be used, and the instructors will conduct more preparatory coaching before the presentations in the next academic year.

Planned Distance Learning Improvement as an Outcome Result

The a revision of the rubric will be used and the instructors will conduct more preparatory coaching before the presentations in the next academic year.

Foreign Language Education

Plan Period: FY10

Outcome ID#: 6019

Outcome Description

In Spanish 1411, the participants will be able to appropriately use the foundation verbs ir, ser and estar.

Outcome Strategy

Students will take an unannounced assessment instrument.

Outcome Method

The tool will be administered and taken up in class. It will be modified each year to insure that it is not on the web. This should preserve its integrity.

Outcome Criterion

60% of students will demonstrate proficiency by the end of a 14 week cycle.

Strategic Plan Relationship

The language will become relevant to each student's needs.

Outcome Results

70% of the students demonstrated proficiency in the use of ser. Estar was used correctly in 72% of the students. These were promising results because ser and estar mean to be in English, and they are often used incorrectly by the new Spanish students.

80% of students were able to use this irregular verb (ir) correctly on the instrument.

Outcome Distance Learning Results

71% of the distance learning students demonstrated proficiency in the use of ser. Estar was used correctly in 75% of the students. These were promising results because ser and estar mean to be in English, and they are often used incorrectly by the new Spanish students.

Planned Improvement as an Outcome Result

Due to the fact that distance education students enroll from diverse geographical places and are used to one on one interaction from the teacher and the online tutoring that we provide, we feel that they are taking advantage of this help with greater frequency.

The students in the "traditional class setting" will be encouraged to attend more learning pod sessions outside of class.

Planned Distance Learning Improvement as an Outcome Result

Due to the fact that distance education students enroll from diverse geographical places and are used to one on one interaction from the teacher and the online tutoring that we provide, we feel that they are taking advantage

of this help with greater frequency. We will continue this track with distance education students.

Foreign Language Education

Plan Period: FY10

Outcome ID#: 6020

Outcome Description

In Spanish 1412, the students will be able to utilize the present, past and past narrative tenses.

Outcome Strategy

During the first and last week of each semester, the participants in Spanish 1412, will be able will employ the preterite, imperfect and present tense in simple phrases.

Outcome Method

A secure instrument will measure these outcomes. The tool will be given without announcement and taken up during the same period to insure its integrity.

Outcome Criterion

65% will demonstrate success by the end of a 14 week cycle.

Strategic Plan Relationship

Involved students become proficient in a new skill.

Outcome Results

The narrative prompt was administered and three times during the semester and 69% were successful in the three tenses. The students that did not achieve success were using the preterite instead of the imperfect to relate setting.

Outcome Distance Learning Results

The narrative prompt was administered and three times during the semester and 74% were successful in the three tenses. The students that did not achieve success were using the preterite instead of the imperfect to relate setting.

Planned Improvement as an Outcome Result

These prompts will continue to be changed each reporting cycle which will preserve the integrity of the data.

Additional tutoring sessions will be encouraged with the studio classroom students.

Planned Distance Learning Improvement as an Outcome Result

These prompts will continue to be changed each reporting cycle which will preserve the integrity of the data.

Foreign Language Education

Plan Period: FY10

Outcome ID#: 6159

Outcome Description

At the end of 2311, students will be able to give a three minute oral presentation.

Outcome Strategy

This will be mentioned a week before the due date in order to depend on skill rather than a semester of preparation.

Outcome Method

A rubric will be designed by and for use by all division personnel.

Outcome Criterion

70% of the students will be able to speak in compound and simple sentences during the presentation.

Strategic Plan Relationship

Students will have to use topics addressing Spanish speaking nations that enjoy varied cultural climates. This encourages cultural awareness. Diversity 4.4

Outcome Results

65% of the students were successful in demonstrating the use of compound sentences in their oral presentations, but 85% were successful in the use of simple sentences.

The compound sentences in Spanish are challenging due to the extensive use of the subjunctive mood. This is reflected in the lower percentage of success.

Outcome Distance Learning Results

65% of the students were successful in demonstrating the use of compound sentences in their oral presentations, but 85% were successful in the use of simple sentences.

Planned Improvement as an Outcome Result

More emphasis will be placed instructing students to memorize and recall the clauses that always trigger the subjunctive mood.

Planned Distance Learning Improvement as an Outcome Result

More emphasis will be placed instructing students to memorize and recall the clauses that always trigger the subjunctive mood.

Foreign Language Education

Plan Period: FY11

Outcome ID#: 6412

Outcome Description

In Spanish 1411, the participants will be able to appropriately use the foundation verbs ir, ser and estar.

Outcome Strategy

Students will take an unannounced assessment instrument at the beginning, middle and end of each semester.

Outcome Method

The tool will be administered and taken up in class. It will be modified each year to insure that it is not on the web. This should preserve its integrity.

Outcome Criterion

80% of students will demonstrate proficiency by the end of a 14 week cycle.

Strategic Plan Relationship

GENERAL ED - 5.5--To understand and appreciate cultural diversity.

GENERAL ED - 5.10--To develop skills and strategies to become an engaged learner.

Outcome Results

Of those surveyed, 66.66% were successful employing the verb estar in sentences.

100% of respondents were proficient using ser in complete sentences.

94% of those surveyed were proficient using ir a appropriately with complete sentences.

Outcome Distance Learning Results

Of those surveyed, 66.66% were successful employing the verb estar in sentences.

Planned Improvement as an Outcome Result

A benchmark percentage will be employed with future outcome descriptions.

Planned Distance Learning Improvement as an Outcome Result

A benchmark percentage will be employed with future outcome descriptions.

Foreign Language Education

Plan Period: FY11

Outcome ID#: 6413

Outcome Description

In Spanish 1412, the students will be able to utilize the present, past and past narrative tenses, in the indicative mood.

Outcome Strategy

During the first and last week of each semester, the participants in Spanish 1412, will be able will employ the preterite, imperfect and present tense in simple phrases.

Outcome Method

A secure instrument will measure these outcomes. The tool will be given without announcement, taken up during the same period and changed each semester to insure its integrity.

Outcome Criterion

75% will demonstrate success by the end of a 14 week cycle.

Strategic Plan Relationship

GENERAL ED - 5.10--To develop skills and strategies to become an engaged learner.

Outcome Results

In Spanish 1412, 80% of students were able to utilize the present, past and past narrative tenses, in the indicative mood. This was measured using a written narrative.

Outcome Distance Learning Results

In Spanish 1412, 80% of students were able to utilize the present, past and past narrative tenses, in the indicative mood. This was measured using a written narrative.

Planned Improvement as an Outcome Result

A benchmark percentage will be used in the next year's outcome description.

Planned Distance Learning Improvement as an Outcome Result

A benchmark percentage will be used in the next year's outcome description.

Foreign Language Education

Plan Period: FY11

Outcome ID#: 6414

Outcome Description

At the end of 2311, students will be able to give a three minute oral presentation.

Outcome Strategy

This will be mentioned a week before the due date in order to depend on skill rather than a semester of preparation.

Outcome Method

A rubric will be designed by and for use by all division personnel.

Outcome Criterion

65% of the students will be able to speak in compound and simple sentences during the presentation.

Strategic Plan Relationship

By requiring a demonstration of skill mastery, students must seek feedback from peers and faculty during preparation of the oral presentation.

Outcome Results

83.7% demonstrated oral proficiency on the six points of the oral presentation.

Outcome Distance Learning Results

These same topics were addressed in the distance classes.

Planned Improvement as an Outcome Result

A percentage benchmark will be included in the outcome description for FY 2012.

Planned Distance Learning Improvement as an Outcome Result

A percentage benchmark will be included in the outcome description for FY 2012.

Geography Education

Plan Period: FY06

Outcome ID#: 377

Outcome Description

Students will be able to demonstrate an understanding how the physical environment is impacted by the actions of the humans.

Outcome Strategy

Through discussions and readings of the text book and external sources students will be exposed to current research on how the activities of humanity effects the natural environment including the atmosphere, the hydrosphere, the biosphere and the lithosphere.

Outcome Method

Exam essay and objective questions will be devised that allow the measurement of the students level of understanding the effects the actions of humans have on the natural environment.

Outcome Criterion

80% of the students will have a rating of complex level of understanding on the effects of human activities on the physical environment.

Strategic Plan Relationship

Students will be required to use written communication skills to demonstrate their reading comprehension and critical thinking skills to show that they understand the geographic principles involved in demonstrating the effects of human activities on the natural environment.

Outcome Results

The students did well on understanding the effects of human action on the environment scoring 82% on the objective portion and 84% on the essays questions on the subject.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

I will continue to include the same emphasis on human effects on the environment in the future.

Planned Distance Learning Improvement as an Outcome Result

NA

Geography Education

Plan Period: FY06

Outcome ID#: 378

Outcome Description

Students will be able to demonstrate an understanding how the physical environment effects the human culture in a region.

Outcome Strategy

Through discussions and readings of the text book and external sources students will be exposed to current research on how the natural environment influence the culture of the people living in that environment.

Outcome Method

Exam essay and objective questions will be devised that allow the measurement of the students level of understanding the effects the environment has on human culture.

Outcome Criterion

80% of the students will have a rating of complex level of understanding on the effects of the environment on people.

Strategic Plan Relationship

Students will be required to use written communication skills to demonstrate their reading comprehension and critical thinking skills to show that they understand the geographic principles involved in demonstrating the effects the natural environment on people.

Outcome Results

Students scored 73% on the objective questions on Environmental effects on humans. However, in written essay questions they scored 82%.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

The students in this class missed my goals by a small margin on the objective questions. I realize that I heavily emphasis human effects on environment in these courses, and thus may have neglected how the environment effects people in the discussions. In the Fall, I will spend more time focusing the students' attention on the environment and how it influences people.

Planned Distance Learning Improvement as an Outcome Result

NA

Geography Education

Plan Period: FY06

Outcome ID#: 379

Outcome Description

Students will be able to demonstrate an understanding of the World regions and why geographers divide the world into regions and sub-regions.

Outcome Strategy

Through discussions and readings of the text book and external sources students will be exposed to divisions based on both cultural and physical characteristics of people in a spatial perspective.

Outcome Method

Exam essay and objective questions will be devised that allow the measurement of the student's level of understanding regional differences and similarities of human culture.

Outcome Criterion

80% of the students will have a rating of complex level of understanding regional divisions of the world for the study of human culture.

Strategic Plan Relationship

Students will be required to use written communication skills to demonstrate their reading comprehension and critical thinking skills to show that they understand the geographic principles involved in demonstrating the regional differentiation of people.

Outcome Results

Using the objective portion of the exam to measure student understanding of regional divisions, the score was only 66.5% rather than the desired 80%. Using the discussion topic explanations of it the result was 75%. Neither of these met the desired 80% objective.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

For the next time, I am planning to change books to one that focuses more on the whys of regional division and I will focus more of the online discussions on these topics.

Planned Distance Learning Improvement as an Outcome Result

NA

Geography Education

Plan Period: FY07

Outcome ID#: 753

Outcome Description

Students will be able to demonstrate an understanding how the physical environment is impacted by the actions of the humans.

Outcome Strategy

Through discussions and readings of the text book and external sources students will be exposed to current research on how the activities of humanity effects the natural environment including the atmosphere, the hydrosphere, the biosphere and the lithosphere.

Outcome Method

Exam essay and objective questions will be devised that allow the measurement of the students level of understanding the effects the actions of humans have on the natural environment.

Outcome Criterion

80% of the students will have a rating of complex level of understanding on the effects of human activities on the physical environment.

Strategic Plan Relationship

Students will be required to use written communication skills to demonstrate their reading comprehension and critical thinking skills to show that they understand the geographic principles involved in demonstrating the effects of human activities on the natural environment.

Outcome Results

On 9 of the 11 questions related to this leap, the students scored over 80%. One of the two under 80% was an essay question. Of the students who actually attempted it their average score was 80%. Over 80% of the students achieved the objective of this leap as desired.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

I plan to provide the students with more constructive feedback in their mini-essays in an attempt to improve their ability to express their knowledge in an essay form. They did very well in multiple-choice questions over the material, but were less able to make a coherent explanation in a written format.

Planned Distance Learning Improvement as an Outcome Result

NA

Geography Education

Plan Period: FY07

Outcome ID#: 754

Outcome Description

Students will be able to demonstrate an understanding how the physical environment effects the human culture in a region.

Outcome Strategy

Through discussions and readings of the text book and external sources students will be exposed to current research on how the natural environment influence the culture of the people living in that environment.

Outcome Method

Exam essay and objective questions will be devised that allow the measurement of the students level of understanding the effects the environment has on human culture.

Outcome Criterion

80% of the students will have a rating of complex level of understanding on the effects of the environment on people.

Strategic Plan Relationship

Students will be required to use written communication skills to demonstrate their reading comprehension and critical thinking skills to show that they understand the geographic principles involved in demonstrating the effects the natural environment on people.

Outcome Results

Of the 15 questions related to this leap, students only scored over 80% on 9 of them (60%). This was not an acceptable level of understanding. Four of those under 80% were over 70% so we are close to our objective. I am not certain if this result was a result of the nature of the class though. In the Spring course over World Regional Geography, I asked 5 questions on this topic and all were successfully answered by over 90% of the students. This leaves only 4 out of 10 correct in the Fall of 2006.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

I have changed textbooks for the Physical Geography course in order to focus more on the interaction of the environment on people. The previous book was more a Physical Science and less a Physical Geography textbook. It focused more on how the physical processes worked and less on the impact of the physical forces on humans. I attempted to bridge that gap through the discussions, but believe that it requires both the discussion and the book making the same points for it to achieve our desired results.

Planned Distance Learning Improvement as an Outcome Result

NA

Geography Education

Plan Period: FY07

Outcome ID#: 755

Outcome Description

Students will be able to demonstrate an understanding of the World regions and why geographers divide the world into regions and sub-regions.

Outcome Strategy

Through discussions and readings of the text book and external sources students will be exposed to divisions based on both cultural and physical characteristics of people in a spatial perspective.

Outcome Method

Exam essay and objective questions will be devised that allow the measurement of the student's level of understanding regional differences and similarities of human culture.

Outcome Criterion

80% of the students will have a rating of complex level of understanding regional divisions of the world for the study of human culture.

Strategic Plan Relationship

Students will be required to use written communication skills to demonstrate their reading comprehension and critical thinking skills to show that they understand the geographic principles involved in demonstrating the regional differentiation of people.

Outcome Results

The students scored over 80% on all 3 of the multiple choice questions addressing this topic, but only scored 50% on the essay question over it. Changing to the new book this past year made a significant improvement on the results of this topic over the previous year. The book reinforced the point I was hoping they would understand.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

My students continue to struggle with expressing themselves in an essay format. They have the knowledge, but lack the ability to coherently explain what they know. Like the first leap, I am going to provide more constructive criticism of their discussion posts to try to increase their ability to do well on essay questions on tests. Though we may have fallen a little short in this leap, it was not a lack of knowledge, but a lack of writing skills.

Planned Distance Learning Improvement as an Outcome Result

NA

Geography Education

Plan Period: FY08

Outcome ID#: 1284

Outcome Description

Students will be able to demonstrate an introductory understanding of the factors that influence the climate in a region.

Outcome Strategy

Through discussions and readings of the text book and external sources students will be exposed to the various physical factors that create different climatic regions.

Outcome Method

Exam essay and objective questions will be devised that allow the measurement of the student's level of understanding regional differences and similarities of human culture.

Outcome Criterion

75% of the students will be able to achieve 75% on both essay and multiple choice questions related to the factors that influence weather.

Strategic Plan Relationship

Outcome Results

The outcome was achieved since 85% met the objective and only 15% failed it.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

The same methods will be retained with renewed emphasis on the 15% that did not meet the outcome. More group work will be used in the future to help those who are having problems. This emphasis on peer monitoring should help.

Planned Distance Learning Improvement as an Outcome Result

NA

Geography Education

Plan Period: FY08

Outcome ID#: 1285

Outcome Description

Students will be able to demonstrate an understanding how the physical environment effects the human culture in a region.

Outcome Strategy

Through discussions and readings of the text book and external sources students will be exposed to current research on how the natural environment influence the culture of the people living in that environment.

Outcome Method

Exam essay and objective questions will be devised that allow the measurement of the students' level of understanding the effects the environment has on human culture.

Outcome Criterion

75% of the students will have a score of 75% on questions demonstrating an understanding on the effects of the environment on people.

Strategic Plan Relationship

Outcome Results

The data revealed that the LEAPS outcome was achieved but only by 1%. 76% achieved the desired objective so this should be done again with emphasis on achieving the outcome in a greater percentage.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

A greater amount of group work along with peer monitoring will be worked into the classroom routine. Extra time will be spent in class on this topic so that the outcome can increase.

Planned Distance Learning Improvement as an Outcome Result

NA

Geography Education

Plan Period: FY08

Outcome ID#: 1286

Outcome Description

Students will be able to demonstrate an understanding how the physical environment is impacted by the actions of the humans.

Outcome Strategy

Through discussions and readings of the text book and external sources students will be exposed to current research on how the activities of humanity effects the natural environment including the atmosphere, the hydrosphere, the biosphere and the lithosphere.

Outcome Method

Exam essay and objective questions will be devised that allow the measurement of the students level of understanding the effects the actions of humans have on the natural environment.

Outcome Criterion

75% of the students will score 75% on questions related to understanding on the effects of human activities on the physical environment. These questions will be in both multiple choice and short essay formats.

Strategic Plan Relationship

Outcome Results

The data revealed that 78% of the class performed at the desired level but only by 3%. The emphasis in the future will be on achieving a higher percentage than was achieved this semester.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

The methods used achieved the desired outcome but not by much. Therefore in the future more emphasis will be placed on repetition of the material and peer tutoring along with greater group work.

Planned Distance Learning Improvement as an Outcome Result

NA

Geography Education

Plan Period: FY09

Outcome ID#: 5732

Outcome Description

Students will be able to demonstrate an understanding how the physical environment effects the human culture in a region.

Outcome Strategy

Through discussions and readings of the text book and external sources students will be exposed to current research on how the natural environment influence the culture of the people living in that environment.

Outcome Method

Exam essay and objective questions will be devised that allow the measurement of the students' level of understanding the effects the environment has on human culture.

Outcome Criterion

75% of the students will have a score of 80% on questions demonstrating an understanding on the effects of the environment on people.

Strategic Plan Relationship

Outcome Results

Sixty nine percent of the students performed at an 80% level so this goal wasn't quite met. It will be repeated next year with changes to help the students meet the anticipated outcome.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

In addition to the textbooks material on the impact of people on the environment, the instructor will include a mini-essay to the students to explore and explain this topic, thus focusing their attention on it more than was done in the past.

Planned Distance Learning Improvement as an Outcome Result

NA

Geography Education

Plan Period: FY09

Outcome ID#: 5733

Outcome Description

Students will be able to demonstrate an understanding how the physical environment effects the human culture in a region.

Outcome Strategy

Through discussions and readings of the text book and external sources students will be exposed to current research on how the natural environment influences the culture of the people living in that environment.

Outcome Method

Exam essay and objective questions will be devised that allow the measurement of the students' level of understanding the effects the environment has on human culture.

Outcome Criterion

75% of the students will have a score of 80% on questions demonstrating on the effects of the environment on people.

Strategic Plan Relationship

Outcome Results

The outcome for this LEAP was successful. Seventy five percent of the students scored 80% or better on their questions. This will not be repeated next year.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

A new outcome will be developed for next year.

Planned Distance Learning Improvement as an Outcome Result

NA

Geography Education

Plan Period: FY09

Outcome ID#: 5734

Outcome Description

Students will be able to demonstrate an introductory understanding of the factors that influence the climate in a region.

Outcome Strategy

Through discussions and readings of the text book and external sources students will be exposed to the various physical factors that create different climatic regions.

Outcome Method

Exam essay and objective questions will be devised that allow the measurement of the student's level of understanding regional differences and similarities of human culture.

Outcome Criterion

75% of the students will be able to achieve 80% on both essay and multiple choice questions related to the factors that influence weather.

Strategic Plan Relationship

Outcome Results

The outcome for this LEAP was successful. Eighty percent of the students scored 80% or better on their questions. This will not be repeated next year.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

A new outcome will be developed for next year.

Planned Distance Learning Improvement as an Outcome Result

NA

Geography Education

Plan Period: FY10

Outcome ID#: 5944

Outcome Description

Students will be able to demonstrate an understanding of the importance of biodiversity (both wild and domestic plants and animals) to the functioning of the environment and ecosystem.

Outcome Strategy

Through discussions and readings of the text book and external sources students will be exposed to current research on how the natural environment influence the culture of the people living in that environment.

Outcome Method

Exam essay and objective questions will be devised that allow the measurement of the students' level of understanding the effects the environment has on human culture.

Outcome Criterion

75% of the students will have a score of 75% on questions demonstrating an understanding on the effects of the environment on people.

Strategic Plan Relationship

Outcome Results

This Leap was achieved as 17 out of 19 or 89% passed it.

Outcome Distance Learning Results

This course is only offered online. The results are the same as above.

Planned Improvement as an Outcome Result

None seem to be necessary

Planned Distance Learning Improvement as an Outcome Result

This course is only offered online so the changes are the same as above.

Geography Education

Plan Period: FY10

Outcome ID#: 5945

Outcome Description

Students will be able to demonstrate an understanding of how the presence of a large body of water or a mountain range impacts the local climate.

Outcome Strategy

Through discussions and readings of the text book and external sources students will be exposed to the various physical factors that create different climatic regions.

Outcome Method

Exam essay and objective questions will be devised that allow the measurement of the student's level of understanding regional differences and similarities of human culture.

Outcome Criterion

75%of the students will be able to achieve 75% on both essay and multiple choice questions related to the factors that influence weather.

Strategic Plan Relationship

Outcome Results

This outcome was achieved exactly as stated with 9 out of 12 or 75% passing.

Outcome Distance Learning Results

This course is only offered online so the results are the same as above.

Planned Improvement as an Outcome Result

This leap will be used again with the percentage increased .

Planned Distance Learning Improvement as an Outcome Result

This leap will be used again with the percentage increased.

Geography Education

Plan Period: FY10

Outcome ID#: 5946

Outcome Description

Students will be able to demonstrate an understanding of how the physical environment is impacted by the actions of the humans.

Outcome Strategy

Through discussions and readings of the text book and external sources students will be exposed to current research on how the activities of humanity effects the natural environment includig the atmosphere, the hydrosphere, the biosphere and the lithosphere.

Outcome Method

Exam essay and objective questions will be devised that allow the measurement of the students level of understanding the effects the actions of humans have on the natural environment.

Outcome Criterion

75% of the students will have a score of 80% on questions related to understanding on the effects of human activities on the physical environment. These questions will be in both multiple choice and short essay formats.

Strategic Plan Relationship

Outcome Results

This outcome was achieved with 80% scoring the targeted number.

Outcome Distance Learning Results

This course is only offered online so the results are the same as above.

Planned Improvement as an Outcome Result

This will be used next year with the % adjusted.

Planned Distance Learning Improvement as an Outcome Result

This course is only offered online so the above changes will apply.

Geography Education

Plan Period: FY11

Outcome ID#: 6392

Outcome Description

Students will demonstrate a recognition of the cause of the rain shadow effect.

Outcome Strategy

Through discussion and readings of the text book and external sources students will be exposed to the theories on what causes rain to fall where it does. Through these they will understand why and where to expect the rain shadow effect.

Outcome Method

Exam essay and objective questions will be devised that allow the measurement of the students level of understanding rainfall distribution, especially on the down wind side of tall mountain ranges.

Outcome Criterion

70% of the students will have scored 70% on questions related to understanding on rain shadow effect. These questions will be in both multiple choice and short essay formats.

Strategic Plan Relationship

Outcome Results

18/26 or 69% scored over 70%. This was a little obscure and uninteresting to students not near mountains to show an understanding of how weather works.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

The instructor will change this one to be focused on difference in climate in a coastal city like San Diego compared to an inland city like Dallas. It will still show an understanding of weather related to location, but will be more meaningful to students living in this region and thus they may retain it and understand it better. If the instructor counted only the students who finished the course, this would have gone up to 17/21 or 81%.

Planned Distance Learning Improvement as an Outcome Result

NA

Geography Education

Plan Period: FY11

Outcome ID#: 6393

Outcome Description

Students will be able to demonstrate an understanding of competition for limited resources in the process of natural selection.

Outcome Strategy

Through discussions and readings of the text book and external sources students will be exposed to current research on how there is a limiting resource which effects the distribution of plants and animals.

Outcome Method

Exam essay and objective questions will be devised that allow the measurement of the students' level of understanding of the concept of a limiting factor.

Outcome Criterion

70% of the students will have a score of 70% on questions demonstrating an understanding of the limiting factor on species distribution and survival.

Strategic Plan Relationship

Students will be required to use written communication skills to demonstrate their reading comprehension and critical thinking skills to show that they understand the geographic principles involved in demonstrating the effect of limiting factors on species distribution.

Outcome Results

Competition in Natural Selection scored 16/21 or 76% scored over 70. This goal was achieved. This was covered in the last half of the course and those who were going to drop did so prior to the test over this material, so that helped.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

This leap will be repeated with an increase to 75% scoring 75 or better on the test which covers this material.

Planned Distance Learning Improvement as an Outcome Result

NA

Geography Education

Plan Period: FY11

Outcome ID#: 6394

Outcome Description

Students will be able to demonstrate an understanding of the forces that dictate the migration of people from one area to another.

Outcome Strategy

Through discussions and readings of the text book and external sources students will be exposed to the various factors that lead to the migration of large numbers of people from one area to another.

Outcome Method

Exam essay and objective questions will be devised that allow the measurement of the student's level of understanding of why people migrate from their homes.

Outcome Criterion

70% of the students will be able to achieve 70% on both essay and multiple choice questions related to the migration of human populations.

Strategic Plan Relationship

Students will be required to use written communication skills to demonstrate their reading comprehension and critical thinking skills to show that they understand the geographic principles involved in human migration.

Outcome Results

Causes of human migration had 12/25 or 48% scoring over 70. The instructor forgot to emphasize this in the lectures and readings. The book covers it but it is scattered in several places and required some effort to recognize all the parts needed.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

This LEAP will be repeated with the instructor placing more emphasis on this area and helping students to tie the scattered ends together.

Planned Distance Learning Improvement as an Outcome Result

NA

Government Education

Plan Period: FY06

Outcome ID#: 246

Outcome Description

Students will critically analyze problems

Outcome Strategy

Class discussions, lectures, outside reading, and internet assignment will be used to assist students in developing or understanding of public policy problems.

Outcome Method

Given a set of circumstances the students will correctly assess the problems inherent in making public policy.

Outcome Criterion

Using a standard scoring rubric based on the work of David Harris, "Assessing discussion of public issues: a scoring guide", (1996), selected fall 2005 Government 2302 student essays were scored according to the following criteria: 1.Apprentice (failed to meet the benchmark), 2.Basic (met the benchmark), 3.Meets (basic plus one additional reason) and 4. Exceeds (meets the criteria, plus has one additional reason and a refutation to a second counter argument). Given a set of circumstances the students will correctly assess the problems inherent in making public policy.

Strategic Plan Relationship

This outcome directly relates to student's ability to critically think, as understanding the dilemma in making public policy is a basic conflict in American governments. This outcome also relates to the Written Communicator as students must read texts and write a comprehensive statement.

Outcome Results

Using a standard scoring rubric based on the work of David Harris, "Assessing discussion of public issues: a scoring guide", (1996), selected fall 2005 Government 2302 student essays were scored according to the following criteria: 1.Apprentice (failed to meet the benchmark), 2.Basic (met the benchmark), 3.Meets (basic plus one additional reason) and 4. Exceeds (meets the criteria, plus has one additional reason and a refutation to a second counter argument). All student essays meet the Basic benchmark; none reached the Meets or Exceeds benchmark.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

1. This rubric was used by only one government instructor in the fall Government 2302 class. 2. The failure of the students to meet only the most basic criteria in writing about a public policy issue demonstrates the need for additional training in policy analysis, developing policy alternatives and justifying positions on these alternatives for both instructors and the students. At the fall 2006 in-service, this rubric and the idea of student essays on public policy will be thoroughly discussed and modified if necessary.

Planned Distance Learning Improvement as an Outcome Result

NA

Government Education

Plan Period: FY06

Outcome ID#: 247

Outcome Description

Student will gain factual knowledge about U.S. and Texas government.

Outcome Strategy

Class discussions, lectures, outside readings, and internet assignments will be used to expose students to a basic understanding of American governments.

Outcome Method

Through exams, essays, projects, and/or research papers, students will be judged to have mastered a basic understanding of American governments.

Outcome Criterion

70% of students completing Govt. 2301 or Got 2303 will achieve a semester grade of at least 70/C.

Strategic Plan Relationship

This outcome directly relates to Reading Comprehension and Written Communication as students are required to engage in order to successfully complete the course.

Outcome Results

In the fall semester of 2005, students were assigned different combinations of exams, written essays and term papers as determinates of their semester grade. 67.12 percent received a passing grade. The anticipated 70 percent passing rate was not achieved.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

As a result of the transition into a learning-centered institution, government faculty now understand that grade distributions do not measure actual student learning. Therefore, in the future, learning outcomes will stress measurable student learning. Additional training has been and will be initiated in the writing and assessment of student learning outcomes.

Planned Distance Learning Improvement as an Outcome Result

NA

Government Education

Plan Period: FY06

Outcome ID#: 248

Outcome Description

Students will analyze the effects of historical, social, political, economic, cultural, and global forces on the course area under study.

Outcome Strategy

Students will examine textbooks, outside reading, electronic texts, as well as classroom lectures or discussions in order to understand the manner whereby broad themes impact the historical area under study.

Outcome Method

For each exam or instructional assessments such as term papers and book reviews, the instructor will either develop 3-5 content specific questions or a website that evaluates mastery of broad historical political, economic, cultural, global factors as they affect the course area under study.

Outcome Criterion

Mastering of the above stated outcome will be evident by a 60% passing rate on either the combined average of content specific questions or as the scoring narrative.

Strategic Plan Relationship

The above stated learning outcome is consistent with the GEO for TVCC. Specifically, they assess R.L., W.C. critical thinking, and may relate to the use of technology in some instances.

Outcome Results

Using 3-5 content specific questions from unit exams that analyze the concepts of freedom, order, and equality, 64 percent of 727 students demonstrated mastery of these concepts. The Assessment Criterion was met.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

As a result of the data, government faculty will reinforce as a part of every unit the inherent conflicts of freedom versus order and freedom versus equality. From this year's experience, government faculty realized that this 2005-2006 LEAP was too expansive. The faculty agreed to limitations on the Desired Outcomes in the 2006-2007 revision of this LEAP. The Assessment Method for this 2006-2007 LEAP will be limited to pretest and posttest results and written explanations.

Planned Distance Learning Improvement as an Outcome Result

NA

Government Education

Plan Period: FY07

Outcome ID#: 726

Outcome Description

Students will demonstrate an understanding of the conflicts inherent in the concepts of freedom versus order and freedom versus equality.

Outcome Strategy

Class discussions, lectures, internet assignments and outside readings will be used to expose students to the conflicts inherent in the concepts of freedom versus order and freedom versus equality.

Outcome Method

At the beginning of each term, a standardized multiple choice pretest will be given to all students. The pretest will cover the core concepts of freedom versus order and freedom versus equality. At the end of each term, the same standardized test will be given to all students as a post test. Individual students will be judged to have mastered the concepts if they obtain a rating of 75 on the post test.

Outcome Criterion

In comparing the pretest and the post test scores, students, in aggregate, will have a 40% improvement in scores, demonstrating an understanding of the concepts of freedom versus order and freedom versus equality gained from the course study.

Strategic Plan Relationship

This outcome directly relates to students ability to critically analyze the basic political concepts of freedom versus order and freedom versus equality. This corresponds with the General Education Outcome for TVCC "to improve basic understanding of political, economic and social systems."

Outcome Results

The standardized multiple choice pre-test given at the beginning of the fall 2006 semester to face-to-face Government 2301 students resulted in an average grade of 55% correct. Post-test results were an average grade of 72% correct. This is a 31% improvement in test scores but falls below the expected 40% improvement.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Because students failed to achieve the expected 40% increase in test scores, this outcome will continue in FY08. Government instructors will increase their emphasis on the concepts of freedom vs. order and freedom vs. equality since these values underlie the pedagogical emphasis of American government as taught at TVCC.

Planned Distance Learning Improvement as an Outcome Result

NA

Government Education

Plan Period: FY07

Outcome ID#: 728

Outcome Description

Students will demonstrate an understanding of the conflicts inherent in the concepts of freedom versus order and freedom versus equality.

Outcome Strategy

Class discussions, lectures, internet assignments and outside readings will be used to expose students to the conflicts inherent in the concepts of freedom versus order and freedom versus equality

Outcome Method

At the end of each term, all students will be required to write an analysis of the political conflicts of freedom versus order and freedom versus equality. A strictly random sample of 10% of the assignments will be scored for content, understanding of concepts, and basic writing ability.

Outcome Criterion

50% of the random sample will demonstrate an understanding of the political concepts of freedom versus order and freedom versus equality, and the ability to communicate that understanding with basic writing skills, by scoring at least 75 on the written assignment.

Strategic Plan Relationship

This outcome directly relates to "improving basic understanding of political, economic, and social systems" and "to communicate effectively" which are General Education Outcomes of TVCC.

Outcome Results

A random sample of Government 2301 student's written analysis of freedom v. order and freedom versus equality yielded an average score of 77.76. Only 20% of the random sample fell below the 60% passing level. Removing distance learning students from the random sample changed the average score to 81.8.

Outcome Distance Learning Results

A random sample of Government 2301 distance learning student's written analysis of freedom versus order and freedom versus equality yielded an average score of 79.1. No distance student selected by the random sample scored below the 60% passing level.

Planned Improvement as an Outcome Result

Although this goal was reached, the results were not impressive. The concepts measured are the basic building blocks for the teaching of Government 2301. In the future, more emphasis will be placed on the teaching and testing of these concepts.

Planned Distance Learning Improvement as an Outcome Result

There was not a significant difference in the measuring of the student's written analysis in face-to-face and distance learning classes (81.8 F2F vs. 79.1 DL). Faculty involved in the teaching of Government 2301 via distance

will place more emphasis on the teaching and testing of these concepts.

Government Education

Plan Period: FY07

Outcome ID#: 733

Outcome Description

Students will demonstrate an understanding of the concepts of majoritarian democracy and pluralist democracy.

Outcome Strategy

Outcome Method

At the end of each term, all students will be required to write an analysis of the political conflicts of majoritarian democracy and pluralist democracy. A strictly random sample of 10% of the assignments will be scored for content, understanding of concepts, and basic writing ability.

Outcome Criterion

50% of the random sample will demonstrate an understanding of the political concepts of majoritarian democracy and pluralist democracy, and the ability to communicate that understanding through basic writing skills, by scoring at least 75 on the written assignment.

Strategic Plan Relationship

Outcome Results

A random sample of Government 2301 student's written analysis of majoritarianism versus pluralism yielded an average score of 76.97. Only 20% of the random sample fell below the 60% passing level. Removing distance learning students from this sample changed the average score to 77.3.

Outcome Distance Learning Results

A random sample of Government 2301 distance learning student's written analysis of majoritarianism versus pluralism yielded an average score of 76.36. No distance student selected by the random sample scored below the 60% passing level.

Planned Improvement as an Outcome Result

Although this goal was reached, the results were not impressive. The concepts measured are the basic building blocks for the teaching of Government 2301. In the future, more emphasis will be placed on the teaching and testing of these concepts.

Planned Distance Learning Improvement as an Outcome Result

There was not a significant difference in the measuring of the student's written analysis in face-to-face and distance learning classes (77.30 F2F vs. 76.36 DL). Faculty involved in the teaching of Government 2301 via distance will place more emphasis on the teaching and testing of these concepts.

Government Education

Plan Period: FY08

Outcome ID#: 1291

Outcome Description

Students will demonstrate an understanding of the concepts of majoritarian democracy and pluralist democracy.

Outcome Strategy

Textbook assignments, class discussions, lecture, internet assignments, and outside readings will be used to expose students to the concepts of majoritarian democracy and pluralist democracy.

Outcome Method

At the beginning of each term, a standardized multiple choice pretest will be given to all students. The pretest will cover the core concepts of majoritarian democracy and pluralist democracy. At the end of the term, the same standardized test will be given to all students as a post test. Individual students will be judged to have mastered the concepts if they obtain a rating of 75 on the post test.

Outcome Criterion

In comparing the pretest and post test scores, students, in aggregate, will have a 40% improvement in scores, demonstrating that their engagement with the course helped them gain an understanding of the concepts of majoritarian democracy and pluralist democracy gained from the course of study.

Strategic Plan Relationship

This outcome related to students' ability to demonstrate their understanding of our political, economic, and social systems.

Outcome Results

The improvement from pretest to posttest was 70%. However only 27% of the proposed 40% mastered the concepts. Therefore the outcome was not achieved.

Outcome Distance Learning Results

This was not measured by itself but will be in the future.

Planned Improvement as an Outcome Result

There will be more critical thinking questions and assignments covering the material that has been identified as important and included in our learning objectives. Not only do the students need to learn the materials, they need to be able to supply the concepts employing higher order thinking exercises and skills. The instrument used to measure this will also be looked at because there are questions we have about its measurement.

Planned Distance Learning Improvement as an Outcome Result

NA

Government Education

Plan Period: FY08

Outcome ID#: 1292

Outcome Description

Student will demonstrate an understanding of the conflicts inherent in the concepts of freedom versus order and freedom versus equality.

Outcome Strategy

Textbook reading assignments, class discussions, lectures, internet assignments, discussion questions, written assignments will be used to expose students to the conflicts inherent in the concepts of freedom versus order and freedom versus equality.

Outcome Method

At the end of each term, all students will be required to write an analysis of the political conflicts of freedom versus order and freedom versus equality. A strictly random sample of the 10% of the assignment will be scored from content, understanding of concepts, and basic writing ability.

Outcome Criterion

50% of the random sample will demonstrate an understanding of the political concepts of freedom versus order and freedom versus equality, and the ability to communicate that understanding with basic writing skills, by scoring at least 75 on the written assignment.

Strategic Plan Relationship

This outcome directly related to "improving basic understanding of political, economic, and social systems," "to communicate clearly and effectively in ... written English," and "to improve reading skills focused on comprehending, analyzing, interpreting, and evaluating printed materials." These are all General Education Outcomes for TVCC.

Outcome Results

This was achieved also with 60% mastering the requirements of 75% or better. This was a 20% increase also.

Outcome Distance Learning Results

This was not done separately but it will be in the future.

Planned Improvement as an Outcome Result

Current methods seem to be working but will be tested over a longer period of time.

Planned Distance Learning Improvement as an Outcome Result

NA

Government Education

Plan Period: FY08

Outcome ID#: 1299

Outcome Description

Students will demonstrate an understanding of the conflicts inherent in the concepts of freedom versus order and freedom versus quality.

Outcome Strategy

Textbook reading assignments, class discussions, lectures, internet assignments and outside readings will be used to expose students to the conflicts inherent in the concepts of freedom versus order and freedom versus equality.

Outcome Method

At the beginning of each term, a standardized multiple choice pretest will be given to all students. The pretest will cover the core concepts of freedom versus order and freedom versus equality. At the end of the term, the same standardized test will be given to all students as a post test. Individual students will be judged to have mastered the concepts if they obtain a rating of 75 on the post test.

Outcome Criterion

Strategic Plan Relationship

This outcome directly relates to students' ability to critically analyze the basic political concepts of freedom versus order and freedom versus equality. This corresponds with the General Education Outcome for TVCC "to improve basic understanding of political, economic and social systems."

Outcome Results

This is a repeat of outcome Number 2 and should be deleted.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

NA

Planned Distance Learning Improvement as an Outcome Result

NA

Government Education

Plan Period: FY08

Outcome ID#: 1300

Outcome Description

Students will demonstrate an understanding of the concepts of majoritarian democracy and pluralist democracy.

Outcome Strategy

Textbook reading assignments, lectures, internet assignments, discussion question, written assignments will be used to expose students to the political concepts of majoritarian democracy and pluralist democracy.

Outcome Method

At the end of each term, all students' will be required to write an analysis of the political concepts of majoritarian democracy and pluralist democracy. A strictly random sample of 10% of the assignments will be scored for content, understanding of concepts, and basic writing ability.

Outcome Criterion

50% of the random sample will demonstrate an understanding of the political concepts of majoritarian democracy and pluralist democracy, and the basic ability to communicate that understanding through basic writing skills, by scoring at least 75 of the scoring rubric.

Strategic Plan Relationship

This outcome directly relates to students' ability to critically analyze the basic political concepts of majoritarian democracy and pluralist democracy. It also relates to their ability to communicate in written English that they have improved their basic understanding of our political system.

Outcome Results

This is a repeat of outcome number 1 and should be deleted.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

NA

Planned Distance Learning Improvement as an Outcome Result

NA

Government Education

Plan Period: FY09

Outcome ID#: 5730

Outcome Description

Students will demonstrate an understanding of the concepts of majoritarian democracy and pluralist democracy.

Outcome Strategy

Textbook assignments, class discussions, lecture, internet assignments, and outside readings will be used to expose students to the concepts of majoritarian democracy and pluralist democracy.

Outcome Method

In comparing the pretest and post test scores, students, in aggregate, will have a 40% improvement in scores demonstrating that their engagement with the course helped them gain an understanding of the concepts of majoritarian democracy and pluralist democracy gained from the course of study.

Outcome Criterion

At the beginning of each term, a standardized multiple choice pretest will be given to all students. This pretest will cover the core concepts of majoritarian democracy and pluralist democracy. At the end of the term, the same standardized test will be given to all students as a post test. 40% of individual students will demonstrate mastery of the concepts by earning a score of 75 on the post test.

Strategic Plan Relationship

This outcome related to students' ability to demonstrate their understanding of our political, economic, and social systems.

Outcome Results

Only 25% of the students demonstrated mastery of the concepts by earning a score of 75 or above on the post test.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

For the academic year of 2009-2010 a new exam will be developed implementing more of the core course material and not just two basic concepts. They should provide a better understanding of whether students are learning and retaining the basic foundation of the discipline. An additional correction must be made with regards to the assessment method and criterion. These neither coordinate with nor compliment each other. For the 2009-2010 academic year these will be changed. Twenty subjective exam questions drawn from five chapters of the text book will be administered. Seventy percent of the students must score 70 percent or above on the twenty selected questions in order for our objectives to be considered accomplished. Outcome number one (assessed with ten questions) will demonstrate whether students have an overarching, broad knowledge of the discipline in general. Outcome number two (assessed with ten questions) will determine whether students have obtained a more specific, working knowledge of key terms and principles.

Planned Distance Learning Improvement as an Outcome Result

NA

Government Education

Plan Period: FY09

Outcome ID#: 5731

Outcome Description

Student will demonstrate an understanding of the conflicts inherent in the concepts of freedom versus order and freedom versus equality.

Outcome Strategy

Textbook reading assignments, class discussions, lectures, internet assignments, discussion questions, written assignments will be used to expose students to the conflicts inherent in the concepts of freedom versus order and freedom versus equality.

Outcome Method

At the end of each term, all students will be required to write an analysis of the political conflicts of freedom versus order and freedom versus equality. A strictly random sample of the 10% of the assignment will be scored from content, understanding of concepts, and basic writing ability.

Outcome Criterion

At the beginning of each term in Govt. 2301, a standardized multiple choice pretest will be given to all students. The pretest will cover the core concepts of freedom versus order and freedom versus equality. At the end of the term, the same standardized test will be given to all students as a post test. 65% of individual students will demonstrate mastery of the concepts by earning a score of 75 on the post test.

Strategic Plan Relationship

This outcome directly related to "improving basic understanding of political, economic, and social systems," "to communicate clearly and effective in ... written English," and "to improve reading skills focused on comprehending, analyzing, interpreting, and evaluating printed materials." These are all General Education Outcomes for TVCC.

Outcome Results

Only 25% of the individual students demonstrated mastery of the concepts by earning a score of 75 or above on the post test. This indicates that the two concepts tested were not learned nor retained.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

For the academic year of 2009-2010 a new exam will be developed implementing more of the core course material and not just two basic concepts. They should provide a better understanding of whether students are learning and retaining the basic foundation of the discipline. An additional correction must be made with regards to the assessment method and criterion. These neither coordinate with nor compliment each other. For the 2009-2010 academic year these will be changed. Twenty subjective exam questions drawn from five chapters of the text book will be administered. Seventy percent of the students must score 70 percent or above on the twenty selected questions in order for our objectives to be considered accomplished. Outcome number one (assessed with ten questions) will demonstrate whether students have an overarching, broad knowledge of the

discipline in general. Outcome number two (assessed with ten questions) will determine whether students have obtained a more specific, working knowledge of key terms and principles.

Planned Distance Learning Improvement as an Outcome Result

NA

Government Education

Plan Period: FY10

Outcome ID#: 5948

Outcome Description

Students will demonstrate a broad understanding of the general principles of the United States government. They will demonstrate that they have mastered a general and overarching knowledge of the discipline.

Outcome Strategy

Textbook assignments, class discussions, lecture, internet assignments, and outside readings will be used to expose students to concepts, principles, and terms.

Outcome Method

An exam will be developed implementing core course material. This will indicate whether students are learning and retaining the basic foundation of the discipline. Ten subjective exam questions drawn from five chapters of the text book will be administered. Outcome number one will demonstrate whether students have obtained an overarching, broad knowledge of the discipline in general.

Outcome Criterion

At the discretion of the instructor, with regards to method and time of administration of questions, ten subjective exam questions specific to this outcome and drawn from five chapters of the text book will be administered. Seventy percent of the students must score 70 percent or above on the selected questions in order for our objective (outcome number one) to be considered accomplished and successful. A 70 percent pass rate will demonstrate whether students have obtained an overarching, broad knowledge of the discipline in general and have successfully mastered outcome number one.

Strategic Plan Relationship

This outcome is related to students' ability to demonstrate their understanding of our political, economic and social systems.

Outcome Results

The data revealed that the goals for this LEAP were not met. Only 50% of the class achieved the desired outcome.

Outcome Distance Learning Results

The data revealed that the results were even worse for distance education courses since only 30% of distance education students reached the desired results.

Planned Improvement as an Outcome Result

The instructors will devise an instrument to be implemented more precisely as per strict guidelines to be followed by all instructors on all campuses. This should provide the consistency necessary to better assess whether our goals are actually being met.

Planned Distance Learning Improvement as an Outcome Result

The same instrument as above will apply to Distance Education.

Government Education

Plan Period: FY10

Outcome ID#: 5949

Outcome Description

Students will demonstrate that they have obtained a working knowledge of principle concepts and key terminology of the discipline.

Outcome Strategy

Textbook reading assignments, class discussions, lectures, internet assignments, discussion questions, and written assignments will be used to expose students to a more specific, working knowledge of key terms and principle concepts of the U.S. system of government.

Outcome Method

Ten subjective exam questions drawn from five chapters of the text book will be administered. Outcome number two will demonstrate whether students have obtained a more specific, working knowledge of key terms and principles of the U.S. system of government.

Outcome Criterion

At the discretion of the instructor, with regards to method and time of administration of questions, ten subjective exam questions specific to this outcome and drawn from five chapters of the text book will be administered. Seventy percent of the students must score 70 percent or above on the selected questions in order for our objective to be considered accomplished and successful. A 70 percent pass rate will demonstrate whether students have obtained a more specific, working knowledge of key terms and principles of the U.S. system of government and successfully mastered outcome number two.

Strategic Plan Relationship

This outcome is directly related to improving all skills necessary for the comprehension, analysis, interpretation, and evaluation of course materials in addition to providing and improving the basic understanding of political, economic and social systems.

Outcome Results

The data revealed that only 50% of the class reached the objective. This is due to the fact that each instructor had different ways of measuring their students.

Outcome Distance Learning Results

The data showed that only 30% of the students reached the stated objective in distance education courses.

Planned Improvement as an Outcome Result

A standardized pre and post test was developed to make sure that each student was being measured the same way and that this should help. The instructors were going to reinforce the information more strongly and make sure they were all providing instruction toward the same areas.

Planned Distance Learning Improvement as an Outcome Result

The same as above will be implemented for Distance education classes.

Government Education

Plan Period: FY11

Outcome ID#: 6370

Outcome Description

Students will demonstrate a broad understanding of the general principles of the United States government. They will demonstrate that they have mastered a general and overarching knowledge of the discipline.

Outcome Strategy

Textbook assignments, class discussions, lecture, internet assignments, and outside readings will be used to expose students to concepts, principles, and terms.

Outcome Method

An exam will be developed implementing core course material. This will indicate whether students are learning and retaining the basic foundation of the discipline. Ten subjective exam questions drawn from five chapters of the text book will be administered. Outcome number one will demonstrate whether students have obtained an overarching, broad knowledge of the discipline in general and have successfully mastered outcome number one.

Outcome Criterion

At the discretion of the instructor, with regards to method and time of administration of questions, ten subjective exam questions specific to this outcome and drawn from five chapters of the text book will be administered. Seventy percent of the students must score 70 percent or above on the selected questions in order for our objective (outcome number one) to be considered accomplished and successful. A 70 percent pass rate will demonstrate whether students have obtained an overarching, broad knowledge of the discipline in general and have successfully mastered outcome number one.

Strategic Plan Relationship

This outcome is related to students' ability to demonstrate their understanding of our political, economic and social systems.

Outcome Results

Seventy six percent of our students scored a 70% or better on their post-tests. Therefore, our outcome goal was reached.

Outcome Distance Learning Results

Seventy six percent of our students scored a 70% or better on their post-tests.

Planned Improvement as an Outcome Result

We have decided to implement an exam that will measure whether students have a broad understanding of the basic structure, institutions and functions of the United States government. Five questions will be developed on each: the Constitution, Presidency, Judicial system, and Congress. We feel this will prove to be a better measure of a basic grasp of our system and how it functions.

Planned Distance Learning Improvement as an Outcome Result

We have decided to implement an exam that will measure whether students have a broad understanding of the

basic structure, institutions and functions of the United States government. We feel this will prove to be a better measure of a basic grasp of our system and how it functions.

Government Education

Plan Period: FY11

Outcome ID#: 6371

Outcome Description

Students will demonstrate that they have obtained a working knowledge of principle concepts and key terminology of the discipline.

Outcome Strategy

Textbook reading assignments, class discussions, lectures, internet assignments, discussion questions, and written assignments will be used to expose students to a more specific, working knowledge of key terms and principles of the U.S. system of government.

Outcome Method

Ten subjective exam questions drawn from five chapters of the text book will be administered. Outcome number two will demonstrate whether students have obtained a more specific, working knowledge of key terms and principles of the U.S. system of government.

Outcome Criterion

At the discretion of the instructor, with regards to method and time of administration of questions, ten subjective exam questions specific to this outcome and drawn from five chapters of the text book will be administered. Seventy percent of the students must score 70 percent or above on the selected questions in order for our objective to be considered accomplished and successful. A 70 percent pass rate will demonstrate whether students have obtained a more specific, working knowledge of key terms and principles of the U.S. system of government and successfully mastered outcome number two.

Strategic Plan Relationship

This outcome is directly related to improving all skills necessary for the comprehension, analysis, interpretation, and evaluation of course materials in addition to providing and improving the basic understanding of political, economic and social systems.

Outcome Results

Seventy eight percent of the students scored 70% or better on the post test. Therefore, our outcome was achieved.

Outcome Distance Learning Results

Seventy five of the distance education students achieved a score of 70% or better on their post tests. Therefore this goal was achieved as well.

Planned Improvement as an Outcome Result

We have decided to implement an exam that will measure whether students have a broad understanding of the U.S. Constitution. We feel this will prove to be a better measure of a basic grasp of our constitutional framework and how it functions.

Planned Distance Learning Improvement as an Outcome Result

The same changes made for face classes will be implemented in the distance education classes. (See changes above.)

History Education

Plan Period: FY06

Outcome ID#: 638

Outcome Description

Students will be able to understand and to recognize basic ideas, terms, or persons from U.S. history.

Outcome Strategy

Lecture, films, and reading of assigned texts will be used to introduce students to basic historical ideas, terms, and persons.

Outcome Method

Instructors will select three to five standardized questions to be incorporated in an instrument of their own design that will assess the desired outcome above. Instructors may assess multiple units or one of their choosing that covers a specific timeframe or aspect of American history. Students in at least two sections of either 1301 or 1302 will be scored on multiple choice questions that focus upon basic historical ideas, terms, or persons.

Outcome Criterion

At least 51% of the assessed sections will be able to answer the selected questions correctly that measure the above desired outcome.

Strategic Plan Relationship

This outcome incorporates many aspects of critical thinking and reading comprehension while stressing the importance of mastering specific facts and the context of particular ideas or events in history.

Outcome Results

Prior to the administration of this LEAP, instructors collaboratively created a standardized question bank that covered specific topics, ideas, and facts deemed essential to a basic knowledge of American history. These questions, in turn, were incorporated into an instrument of the instructor's design and assessed in at least two sections to measure student mastery. For this particular exercise fifty students were assessed in two sections of HIST 1301. Assesses areas measured basic knowledge of the origins of agriculture in North America, European exploration, the economies of the colonies, and the origins/conditions of African slavery. Item analysis of the questions used demonstrated a general consistency from section-to-section in student mastery. In all instances students greatly exceeded the target score of 51%. Sections were averaged together to create a total composite aggregate score. Scores were as follows: agriculture (94%), exploration (100%), economies (96%), slavery (66%).

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

It should be noted that for this particular exercise the sample was small and came from sections that have historically performed at high levels. The questions and criteria should remain unchanged; yet, more sections are needed to be assessed to create a more accurate snapshot of student mastery of the desired outcome.

Planned Distance Learning Improvement as an Outcome Result

NA

History Education

Plan Period: FY06

Outcome ID#: 643

Outcome Description

Students will be able to analyze either historical documents or statistical evidence from primary sources and historical journals.

Outcome Strategy

Students will provide a writing sample based upon an analysis of their outside readings.

Outcome Method

During the Spring 2006 term, students completing U.S. History HIST 1301 or HIST 1302 will complete a written response to questions from a primary source or a historical journal. The written sample will be evaluated by a rubric discussed in item 4 below. This rubric will measure basic critical reading, writing, and thinking after reading a historical text. Mastery of these concepts will be evidenced by a rating of "satisfactory demonstration of understanding" on a scale of 1 to 5.

Outcome Criterion

Students, both individually and collectively, will be judged to have mastered the desired outcome if they demonstrate basic competencies in reading, writing, and organization of ideas. Learning will be evidenced by a collective or aggregate score of at least 65% on a writing sample after reading Martin Luther King's "Letter from Birmingham City Jail, 1963" in HIST 1302 and "Cherokees Debate Removal" by John Ross and Elias Boudinot in HIST 1301. The rubric will score student responses on a scale of 1 to 5. A score of 1 will represent 50% or "serious flaws; not attempted." A score of 2 will represent 60% or "minor flaws; missing significant ideas or facts." A score of 3 will represent 70% or "satisfactory demonstration of understanding." A score 4 will represent 80% or "competent; above average response." A score of 5 will represent 90% or "exemplary response."

Strategic Plan Relationship

This outcome directly relates to students ability to develop competencies in written and oral communication and to apply critical thinking skills to the analysis of historical documents.

Outcome Results

For this LEAP, instructors chose two historical documents listed in item 4 above to use as a prompt for a student writing sample in order to measure the extent of student skill in utilizing higher-level reasoning. At least 4 sections participated in the exercise. Students were scored on a rubric mentioned above and exceeded the target score of 65% at 80%.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

In this course, the assessment documents will be changed to offer more variety and expanded to additional sections. The assessment criteria will remain unchanged though the target mastery-level should be raised to 75%.

Planned Distance Learning Improvement as an Outcome Result

NA

History Education

Plan Period: FY06

Outcome ID#: 649

Outcome Description

Students will demonstrate an understanding of the historical evolution and current role of the United States in world affairs.

Outcome Strategy

Class discussions, films, guest speakers, lectures, audio presentations and readings will be used to facilitate student knowledge about the past and current role of the United States in world affairs.

Outcome Method

During the term, students completing either U.S. History 1301 or 1302 will be evaluated by a rubric on short answer questions known as “identifications” that they submit. They are expected to learn a body of knowledge relating to historical and current United States actions in world affairs and to demonstrate basic critical reading, writing, and thinking skills on these actions. Mastery of these concepts will be evidenced by a rating of “satisfactory demonstration of understanding” on a scale of 1 to 5 described below in item 4.

Outcome Criterion

Students, both individually and collectively, will be judged to have mastered this concept if they demonstrate basic competencies in reading, writing, and organization of ideas. Learning will be evidenced by an aggregate or collective score of at least 65% on subject material selected by the instructor and administered to students on an instrument of their choice. Nevertheless, this instrument will include a key concept, term, or person relating to the desired outcome in item 1. The rubric will score student responses on a scale of 1 to 5. A score of 1 will represent 50% or “serious flaws; not attempted.” A score of 2 will represent 60% or “minor flaws; missing significant ideas or facts.” A score of 3 will represent 70% or “satisfactory demonstration of understanding.” A score 4 will represent 80% or “competent; above average response.” A score of 5 will represent 90% or “exemplary response.”

Strategic Plan Relationship

This outcome directly relates to students ability to critically think and to understand the evolution and current role of the United States in world affairs. This outcome also relates to reading comprehension and written communication as they are to read, listen and write in a manner that demonstrates learning.

Outcome Results

For this LEAP instructors selected three key concepts, terms, or persons as a writing sample from their HIST 1302 course during a unit in which U.S. foreign policy was studied. These three items (Boxer Rebellion, USS Maine, and John J. Pershing) were placed on an instrument known as “identifications” and scored on a rubric based upon the criteria described above in area 4. Two sections representing 50 students participated in the exercise and provided responses. Individual instructors reported that student responses exceeded 70% mastery and therefore the target goal of 65% was met.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

In History 1301 and 1302, the assessment items will be changed to offer both students and instructors more variety. The assessment items will be presented earlier in the semester and additional instruction provided on critical writing. In addition, more sections of freshman history will be included. At present, assessment criteria will stay unchanged including the target score as further testing will add validity to the 65% mastery-level score.

Planned Distance Learning Improvement as an Outcome Result

NA

History Education

Plan Period: FY07

Outcome ID#: 639

Outcome Description

Students will be able to understand and to recognize basic ideas, terms, or persons from U.S. history.

Outcome Strategy

Lecture, films, and reading of assigned texts will be used to introduce students to basic historical ideas, terms, and persons.

Outcome Method

Instructors will select three to five standardized questions to be incorporated in an instrument of their own design that will assess the desired outcome above. Instructors may assess multiple units or one of their choosing that covers a specific timeframe or aspect of American history. Students in at least two sections of either 1301 or 1302 will be scored on multiple choice questions that focus upon basic historical ideas, terms, or persons.

Outcome Criterion

At least 51% of the assessed sections will be able to answer the selected questions correctly that measure the above desired outcome.

Strategic Plan Relationship

This outcome incorporates many aspects of critical thinking and reading comprehension while stressing the importance of mastering specific facts and the context of particular ideas or events in history.

Outcome Results

This outcome was a continuation of LEAPS completed for 05-06. It was decided by a collaboration of instructors that the 05-06 sample size was small and needed to be repeated to increase the initial point of investigation the previous year. Consequently, the same question bank was used that covered specific topics, ideas, and facts deemed essential to a basic understanding of American history. Sample size increased only slightly to approximately 62 students in two sections of HIST 1301. As in 05-06, the origins of agriculture, European exploration, the economies of the colonies, and African slavery were assessed. Students again performed well-above the target score of 51%. Item analysis (change as a %) reflected only slight deviation from previous year as follows: agriculture (+3%), exploration (-5%), economies (no change-0%), slavery (+2%). Net total change observed reflected no substantial statistical change.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

The samples for this LEAP again originated with TDCJ students who historically have exceeded "regular" student performance levels. No changes to item areas or questions are recommended, yet, non-TDCJ student populations should be evaluated to further validate the rigor of questions.

Planned Distance Learning Improvement as an Outcome Result

NA

History Education

Plan Period: FY07

Outcome ID#: 644

Outcome Description

Students will be able to analyze either historical documents or statistical evidence from primary sources and historical journals.

Outcome Strategy

Students will provide a writing sample based upon an analysis of their outside readings.

Outcome Method

During the Spring 2007 term, students completing U.S. History HIST 1301 or HIST 1302 will complete a written response to questions from a primary source or a historical journal. The written sample will be evaluated by a rubric discussed in item 4 below. This rubric will measure basic critical reading, writing, and thinking after reading a historical text. Mastery of these concepts will be evidenced by a rating of "satisfactory demonstration of understanding" on a scale of 1 to 5.

Outcome Criterion

Students, both individually and collectively, will be judged to have mastered the desired outcome if they demonstrate basic competencies in reading, writing, and organization of ideas. Learning will be evidenced by a collective or aggregate score of at least 65% on a writing sample after reading Martin Luther King's "Letter from Birmingham City Jail, 1963" in HIST 1302 and "Cherokees Debate Removal" by John Ross and Elias Boudinot in HIST 1301. The rubric will score student responses on a scale of 1 to 5. A score of 1 will represent 50% or "serious flaws; not attempted." A score of 2 will represent 60% or "minor flaws; missing significant ideas or facts." A score of 3 will represent 70% or "satisfactory demonstration of understanding." A score 4 will represent 80% or "competent; above average response." A score of 5 will represent 90% or "exemplary response."

Strategic Plan Relationship

This outcome directly relates to students ability to develop competencies in written and oral communication and to apply critical thinking skills to the analysis of historical documents.

Outcome Results

For this LEAP, instructors chose two historical documents listed in item 4 above to use as a prompt for a student writing sample in order to measure the extent of student skill in utilizing higher-level reasoning. Only 2 sections participated in the exercise compared with previous years' sample size of 4. Students were scored on a rubric mentioned above and exceeded the target score of 65% at 72%. This level was a slight reduction of student mastery. Students questioned the relevance of the exercise as it pertained to the class. Though given extra credit for participation, the reduction in mastery may be explained by less effort at success for the exercise.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

The exercise needs to be restructured where performance is tied more closely to the course the students are

enrolled in at the time of participation. While target scores were met it seems that student scores could be improved by connecting the exercise to something the class is working on at present.

Planned Distance Learning Improvement as an Outcome Result

NA

History Education

Plan Period: FY07

Outcome ID#: 648

Outcome Description

Students will demonstrate an understanding of the historical evolution and current role of the United States in world affairs.

Outcome Strategy

Class discussions, films, guest speakers, lectures, audio presentations and readings will be used to facilitate student knowledge about the past and current role of the United States in world affairs.

Outcome Method

During the term, students completing either U.S. History 1301 or 1302 will be evaluated by a rubric on short answer questions known as "identifications" that they submit. They are expected to learn a body of knowledge relating to historical and current United States actions in world affairs and to demonstrate basic critical reading, writing, and thinking skills on these actions. Mastery of these concepts will be evidenced by a rating of "satisfactory demonstration of understanding" on a scale of 1 to 5 described below in item 4.

Outcome Criterion

Students, both individually and collectively, will be judged to have mastered this concept if they demonstrate basic competencies in reading, writing, and organization of ideas. Learning will be evidenced by an aggregate or collective score of at least 65% on subject material selected by the instructor and administered to students on an instrument of their choice. Nevertheless, this instrument will include a key concept, term, or person relating to the desired outcome in item 1. The rubric will score student responses on a scale of 1 to 5. A score of 1 will represent 50% or "serious flaws; not attempted." A score of 2 will represent 60% or "minor flaws; missing significant ideas or facts." A score of 3 will represent 70% or "satisfactory demonstration of understanding." A score 4 will represent 80% or "competent; above average response." A score of 5 will represent 90% or "exemplary response."

Strategic Plan Relationship

Outcome Results

These instruments were administered in Fall 2006 in both HIST 1301 and HIST 1302 for all history instructors. Results were compiled by instructor and section. In all cases students exceeded the target score and were compiled into a simple average at 78% (1301) and 73% (1302).

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

No substantive changes were recommended, yet, faculty expressed interest in assessing fewer sections.

Planned Distance Learning Improvement as an Outcome Result

NA

History Education

Plan Period: FY08

Outcome ID#: 1301

Outcome Description

Students will be able to analyze either historical documents or statistical evidence from primary sources and historical journals.

Outcome Strategy

Students will provide a writing sample based upon an analysis of their outside readings.

Outcome Method

During 2007-2008 academic year, students completing U.S. History HIST 1301 or HIST 1302 will complete a written response to questions from a primary source, historical journal, or other published historical material. The written sample will be evaluated by a rubric discussed in item 4 below. This rubric will measure basic critical reading, writing, and thinking after reading a historical text. Mastery of these concepts will be evidenced by a rating of "satisfactory demonstration of understanding" on a scale of 1 to 5. Some instructors may choose to set different instructions for the student such as writing a summary of the writer's conclusions or analyze the historical value of the source. In all instances, instructors will provide an evaluation of student work to the Division Chair.

Outcome Criterion

Students, both individually and collectively, will be judged to have mastered the desired outcome if they demonstrate basic competencies in reading, writing, and organization of ideas. Learning will be evidenced by a collective or aggregate score of at least 65% on a writing sample after reading samples taken from the companion reader to the student textbook American Promise. The rubric will score student responses on a scale of 1 to 5. A score of 1 will represent 50% or "serious flaws; not attempted." A score of 2 will represent 60% or "minor flaws; missing significant ideas or facts." A score of 3 will represent 70% or "satisfactory demonstration of understanding." A score of 4 will represent 80% or "competent; above average response." A score of 5 will represent 90% or "exemplary response."

Strategic Plan Relationship

This outcome directly relates to students ability to develop competencies in written and oral communication and to apply critical thinking skills to the analysis of historical documents.

Outcome Results

The scoring was actually changed to a 4 point scale instead of a 5 and the scoring changed accordingly. The item areas described were administered to 6 sections by all history instructors. Student aggregate scores were diverse in range according to individual instructors. Total combined scores of all the classes was 2.84 which was above the 65% outcome.

Outcome Distance Learning Results

The scoring was changed for Distance Education the same way that it had been for face to face courses. The combined score for these courses specifically was 2.4 which was just barely under the objective.

Planned Improvement as an Outcome Result

Student performance evidenced a wide range of skill mastery. Instructors wish to move the target score for 09 to 3.0. Instructors will continue to monitor student progress and suggest remediation and supplementation through the Learning Initiative.

Planned Distance Learning Improvement as an Outcome Result

Student performance failed to achieve the outcome so it will be kept the same with more emphasis on this area through practice tests and discussion through Chat in the Web CT.

History Education

Plan Period: FY08

Outcome ID#: 1303

Outcome Description

Students will be able to understand and to recognize basic ideas, terms, or persons from U.S. history.

Outcome Strategy

Lecture, films, and reading of assigned text will be used to introduce students to basic historical ideas, terms, and persons.

Outcome Method

Instructors will select three to five standardized questions to be incorporated into an instrument of their own design that will assess the desired outcome above. These item areas will include the origins of agriculture, European exploration, economies of the colonies, and slavery in North America. Instructors may assess multiple units or one of their choosing that covers a specific timeframe or aspect of American history. Students in at least two sections per instructor of either 1301 or 1302 will be scored on multiple choice questions that focus upon basic historical ideas, terms, or persons.

Outcome Criterion

At least 51% of the assessed sections will be able to answer the selected questions correctly that measure the above desired outcome.

Strategic Plan Relationship

This outcome directly relates to students ability to develop competencies in written and oral communication and to apply critical thinking skills to the analysis of historical documents.

Outcome Results

The item areas described above were administered to six sections by all history instructors. Items were averaged and the results were as follows: Exploration(59%), Economics(60%), and Slavery(43%). Students exceeded the target scores in all areas except slavery.

Outcome Distance Learning Results

This wasn't calculated by itself for 08 but will be separated in 09.

Planned Improvement as an Outcome Result

The target score will be increased for 09 and more time and supplementation on slavery pedagogy will be emphasized perhaps through peer discussions and group work.

Planned Distance Learning Improvement as an Outcome Result

NA

History Education

Plan Period: FY08

Outcome ID#: 1305

Outcome Description

Students will demonstrate an understanding of the historical evolution and current role of the United States in world affairs.

Outcome Strategy

Readings will be selected from the American Promise that will assess student knowledge about the past and current role of the United States in world affairs.

Outcome Method

During the 07-08 academic year, the history instructors at TVCC selected readings from the textbook for both HIST 1301 and HIST 1302 to measure student engagement and critical thinking as part of the Learning Initiative. A standardized, multiple-choice instrument was developed and administered to all sections through the WebCT portal.

Outcome Criterion

Students, both individually and collectively, will be judged to have mastered this exercise if they demonstrate basic competencies in reading. Learning will be evidenced by an aggregate or collective score of at least 65% on subject material.

Strategic Plan Relationship

Outcome Results

The reading passage was administered to all 1301 sections. Student participation was higher in lecture classes and lower in distance education classes. However, students achieved the target passing score in all sections.

Outcome Distance Learning Results

The reading passage was administered to all 1301 sections. Student participation was lower in distance courses than in face to face courses. In distance courses sample size indicated an invalid participation based on few students completing the instrument despite a passing aggregate score.

Planned Improvement as an Outcome Result

This will be a continuing requirement for all history sections and greater emphasis will be stressed on having the students take the pre and post tests.

Planned Distance Learning Improvement as an Outcome Result

This will be a continuing requirement for all distance education students and greater emphasis will be stressed on having the students take the pre and post tests.

History Education

Plan Period: FY09

Outcome ID#: 5755

Outcome Description

Students will be able to understand and to recognize basic ideas, terms, or persons from U.S. history.

Outcome Strategy

Lecture, films, and reading of assigned texts will be used to introduce students to basic historical ideas, terms, and persons.

Outcome Method

Instructors will select three to five standardized questions to be incorporated into an instrument of their own design that will assess the desired outcome above. These item areas will include the origins of agriculture, European exploration, economies of the colonies, and slavery in North America. Instructors may assess multiple units or one of their choosing that covers a specific timeframe or aspect of American history. Students in at least two sections per instructor of either 1301 or 1302 will be scored on multiple choice questions that focus upon basic historical ideas, terms, or persons.

Outcome Criterion

At least 60% of the assessed sections will be able to answer the selected questions correctly that measure the above desired outcome.

Strategic Plan Relationship

This outcome directly relates to students ability to develop competencies in written and oral communication and to apply critical thinking skills to the analysis of historical documents.

Outcome Results

This outcome was a continuation of LEAPS completed from the previous year. The number of sections evaluated from the previous LEAPs cycle increased to 24 sections. Since the textbook changed to Give Me Liberty!, the items evaluated also were revised. The questions selected covered specific topics, ideas, and facts deemed essential to a basic understanding of American history. Though the questions changed the concepts were identical and were as follows: the origins of agriculture, European exploration, the economies of the colonies, and African slavery. Students again performed well-above the target score of 60%. Item analysis (change as a %) of the selected concepts reflected only slight deviation from the previous year as follows despite new questions: agriculture (+5%), exploration (+1%), economies (-3%), slavery (+1%). Net total change observed reflected slight substantial statistical change. Only concepts related to agriculture improved significantly.

Outcome Distance Learning Results

Distance students were included in the above sample.

Planned Improvement as an Outcome Result

The number of sections evaluated increased from the previous LEAPs cycle. However, there were only slight statistical gains. With the new textbook the faculty would like to use this LEAPs cycle as the new baseline for measuring the concepts stated above.

Planned Distance Learning Improvement as an Outcome Result

See #11 above.

History Education

Plan Period: FY09

Outcome ID#: 5762

Outcome Description

Students will be able to analyze either historical documents or statistical journals.

Outcome Strategy

Students will provide a writing sample based upon an analysis of their outside readings.

Outcome Method

During 2008-2009 academic year, students completing U.S. History HIST 1301 or HIST 1302 will complete a written response to questions from a primary source, historical journal, or other published historical material. The written sample will be evaluated by a rubric discussed in item 4 below. This rubric will measure basic critical reading, writing, and thinking after reading a historical text. Mastery of these concepts will be evidenced by a rating of "satisfactory demonstration of understanding" on a scale of 1 to 4. Some instructors may choose to set different instructions for the student such as writing a summary of the writer's conclusions or analyze the historical value of the source. In all instances, instructors will provide an evaluation of student work to the Division Chair.

Outcome Criterion

Students, both individually and collectively, will be judged to have mastered the desired outcome if they demonstrate basic competencies in reading, writing, and organization of ideas. Learning will be evidenced by a collective or aggregate score of at least 70% on a writing sample after reading samples taken from the companion reader to the student textbook "Give Me Liberty!". The rubric will score student responses on a scale of 1 to 4. A score of 1 will represent 50% or "serious flaws; not attempted." A score of 2 will represent 65% or "satisfactory demonstration of understanding." A score of 3 will represent 80% or "competent; above average response." A score of 4 will represent 95% or "exemplary response."

Strategic Plan Relationship

This outcome directly relates to students ability to develop competencies in written and oral communication and to apply critical thinking skills to the analysis of historical documents.

Outcome Results

For the LEAP, instructors either chose two historical documents from the companion reader to their textbook or allowed students to select one of their own interest that met the criteria as indicated in item 4 above. Primary sources were used as a prompt for a student writing sample in order to measure the extent of student skills in utilizing higher-level reasoning. Allowing for both student and faculty choice as the subject matter increased the sample size from 2 the previous LEAPs year to 8 sections of approximately 262 students. Students were scored on a rubric that measured specific skill sets related to higher-level reasoning, organization, research methodology, grammar, and sentence structure. The aggregate student score exceeded the target score of 65% at 78%. This level was a slight increase of student mastery from the preceding LEAPs year of 72%. Allowing instructors the flexibility to embed the writing exercise into their course eliminated a common complaint from previous years that it bore little relevance to the subject matter of the course. Both student and teacher satisfaction increased as well with this exercise.

Outcome Distance Learning Results

This LEAP is included for distance students with no distinction made in outcomes whether the sections were distance or face-to-face delivery.

Planned Improvement as an Outcome Result

At this time there are no revisions recommended. Student participation increased four-fold and teacher satisfaction with the process also improved.

Planned Distance Learning Improvement as an Outcome Result

NA

History Education

Plan Period: FY09

Outcome ID#: 5770

Outcome Description

Students will demonstrate an understanding of the historical evolution and current role of the United States in world affairs.

Outcome Strategy

Readings will be selected from the "Give Me Liberty!" that will assess student knowledge about the past and current role of the United States in world affairs.

Outcome Method

During the 08-09 academic year, the history instructors at TVCC selected readings from the textbook for both HIST 1301 and HIST 1302 to measure student engagement and critical thinking as part of the Learning Initiative. A standardized, multiple-choice instrument was developed and administered to all sections through the WebCT portal.

Outcome Criterion

Students, both individually and collectively, will be judged to have mastered this exercise if they demonstrate basic competencies in reading. Learning will be evidenced by an aggregate or collective score of at least 65% on subject material.

Strategic Plan Relationship

This exercise has universal participation as part of the Learning Initiative and related directly to many General Education Outcomes including understanding the basic competencies in written communication, critical thinking, reading comprehension, and student engagement.

Outcome Results

These instruments were administered in Fall 2008 in both HIST 1301 and HIST 1302 for all history instructors. Results were compiled by instructor and section. In all cases students exceeded the target score and were compiled into a simple average at 68%. The same instrument was used for both 1301 and 1302.

Outcome Distance Learning Results

No distinction was made between distance and regular students. All students took the same instrument and results were combined together.

Planned Improvement as an Outcome Result

No substantive changes were made or recommended by the history faculty. It should be noted, however, that the 2008 scores reflected a drop from the preceding year. Students were given extra credit as an incentive for their participation, however; only 68 students out of all sections completed the instrument. Additionally, a sample size of 68 students is not representative of the history-taking student population.

Planned Distance Learning Improvement as an Outcome Result

NA

History Education

Plan Period: FY10

Outcome ID#: 5941

Outcome Description

Students will be able to understand and to recognize basic ideas, terms, or persons from U.S. history.

Outcome Strategy

Lecture, films, and reading of assigned texts will be used to introduce students to basic historical ideas, terms, and persons.

Outcome Method

Instructors will select three to five standardized questions to be incorporated into an instrument of their own design that will assess the desired outcome above. These item areas will include the origins of agriculture, European exploration, economies of the colonies, and slavery in North America. Instructors may assess multiple units or one of their choosing that covers a specific timeframe or aspect of American history. Students in at least two sections per instructor of either 1301 or 1302 will be scored on multiple choice questions that focus upon basic historical ideas, terms, or persons.

Outcome Criterion

All of the sections in all of our campuses will achieve a class average of 60% on the selected questions.

Strategic Plan Relationship

This outcome directly relates to students ability to develop competencies in written and oral communication and to apply critical thinking skills to the analysis of historical documents.

Outcome Results

This outcome was a continuation of LEAPS completed from the previous year. No substantive changes were made to the content of instructor questions. Questions continued to measure the specified content. The number of sections evaluated from the previous LEAPs cycle increased with all instructors evaluating their respective sections. The questions selected covered specific topics, ideas, and facts deemed essential to a basic understanding of American history. The concepts measured were as follows: the origins of agriculture, European exploration, the economies of the colonies, and African slavery. Students again performed well-above the target score of 60% with minimal variation by instructor. Item analysis (change as a %) of the selected concepts reflected only slight deviation from the previous year: agriculture (+7%), exploration (+3%), economics (-3%), slavery (+3%). Net total change observed reflected slight substantial statistical change. Students improved in all items.

Outcome Distance Learning Results

The data summary above represents combined results. TDCJ ITV students scores raised the overall net scores. In each category they exceeded the target score of 60% by no less than 10% points. Internet students scores are more difficult to tabulate. The reason is that questions from the instrument are randomized in Blackboard making precise item analysis difficult. However, anecdotal evidence suggests performance at/or above traditional lecture students in most cases by 2-3%.

Planned Improvement as an Outcome Result

With all instructors contributing to this LEAP a more realistic benchmark score has emerged. With students exceeding the target score there is no recommendation for change at this time. Further testing cycles will likely confirm testing for FY10.

Planned Distance Learning Improvement as an Outcome Result

Changes as a result of Evaluation - Develop a separate instrument for Internet students that does not randomize questions.

History Education

Plan Period: FY10

Outcome ID#: 5942

Outcome Description

Students will be able to analyze either historical documents or statistical evidence from primary sources and historical journals.

Outcome Strategy

Students will provide a writing sample based upon an analysis of their outside readings.

Outcome Method

During 2009-2010 academic year, students completing U.S. History HIST 1301 or HIST 1302 will complete a written response to questions from a primary source, historical journal, or other published historical material. The written sample will be evaluated by a rubric discussed in item 4 below. This rubric will measure basic critical reading, writing, and thinking after reading a historical text. Mastery of these concepts will be evidenced by a rating of "satisfactory demonstration of understanding" on a scale of 1 to 5. Some instructors may choose to set different instructions for the student such as writing a summary of the writer's conclusions or analyze the historical value of the source. In all instances, instructors will provide an evaluation of student work to the Division Chair.

Outcome Criterion

Students, both individually and collectively, will be judged to have mastered the desired outcome if they demonstrate basic competencies in reading, writing, and organization of ideas. Learning will be evidenced by a class average of at least 70% on a writing sample after reading samples taken from the companion reader to the student textbook, Give Me Liberty!, or similar work. The rubric will score student responses on a scale of 1 to 5. A score of 1 will represent 50% or "serious flaws; not attempted." A score of 2 will represent 60% or "minor flaws; missing significant ideas or facts." A score of 3 will represent 70% or "satisfactory demonstration of understanding." A score of 4 will represent 80% or "competent; above average response." A score of 5 will represent 90% or "exemplary response."

Strategic Plan Relationship

This outcome directly relates to students ability to develop competencies in written and oral communication and to apply critical thinking skills to the analysis of historical documents.

Outcome Results

For this LEAP, instructors either chose two historical documents from the companion reader to their textbook or allowed students to select one of their own interests that met the criteria as indicated in item 4 above. In some cases the use of primary documents was broadened to their use in term papers. Primary sources were used either as a prompt for a student writing sample or in a term paper in order to measure the extent of student skills in utilizing higher-level reasoning. Allowing for both student and faculty choice as the subject matter increased the sample size from 8 sections the previous LEAPs year to all sections taught by social science faculty. Students were scored on a rubric that measured specific skill sets related to higher-level reasoning, organization, research methodology, grammar, and sentence structure. The aggregate student score exceeded the target score of 65% at 69%. This level was a slight decrease of student mastery from the preceding LEAPs year of 78%. Allowing instructors the flexibility to embed the writing exercise into their course eliminated a common complaint from

previous years that it bore little relevance to the subject matter of the course. However, the inclusion of more students in the sample size lowered the overall score of the sections.

Outcome Distance Learning Results

This LEAP relied primarily on "distance Education" students in internet and TDCJ ITV settings. TDCJ students scored well above traditional lecture and internet students at 83 % while internet students score at a combined average of 67%.

Planned Improvement as an Outcome Result

None recommended at this time.

Planned Distance Learning Improvement as an Outcome Result

Encourage faculty to expand writing in lecture classes.

History Education

Plan Period: FY10

Outcome ID#: 5943

Outcome Description

Students will demonstrate an understanding of the historical evolution and current role of the United States in world affairs.

Outcome Strategy

Readings will be selected from the Give Me Liberty! that will assess student knowledge about the past and current role of the United States in world affairs.

Outcome Method

During the 09-10 academic year, the history instructors at TVCC selected readings from the textbook for both HIST 1301 and HIST 1302 to measure student engagement and critical thinking as part of the Learning Initiative. A standardized, multiple-choice instrument was developed and administered to all sections through the Blackboard portal.

Outcome Criterion

Students, both individually and collectively, will be judged to have mastered this exercise if they demonstrate basic competencies in reading. Learning will be evidenced by an section average of at least 65% on subject material from all sections on all of our campuses.

Strategic Plan Relationship

This exercise had universal participation as part of the Learning Initiative and related directly to many General Education Outcomes including understanding the basic competencies in written communication, critical thinking, reading comprehension, and student engagement.

Outcome Results

These instruments were administered in Fall 2009 in both HIST 1301 and HIST 1302 for all history instructors. Results were compiled by instructor and section. In all cases students exceeded the target score and were compiled into a simple average at 69%. The results increased 1.3% from the preceding year. The same instrument was used for both 1301 and 1302.

Outcome Distance Learning Results

All students regardless of setting take the same instrument for this LEAP except TDCL-ITV who do not have computer access by state and federal law. Internet students represent a lower portion of the sample size and exceeded the target score at 72% with traditional students also exceeding the target score at 67%

Planned Improvement as an Outcome Result

No substantive changes were made or recommended by the history faculty. It should be noted, however, that the 2009 scores reflected a slight increase from the preceding year. Students were given extra credit as an incentive for their participation and 256 students out of all sections completed the instrument.

Planned Distance Learning Improvement as an Outcome Result

The instructors will encourage more distance students to take the instrument.

History Education

Plan Period: FY11

Outcome ID#: 6209

Outcome Description

Students will demonstrate an understanding of the historical evolution and current role of the United States in world affairs.

Outcome Strategy

Readings will be selected from the "Give Me Liberty!" that will assess student knowledge about the past and current role of the United States in world affairs.

Outcome Method

During the 10-11 academic year, the history instructors at TVCC selected readings from the textbook for both HIST 1301 and HIST 1302 to measure student engagement and critical thinking as part of the Learning Initiative. A standardized, multiple-choice instrument was developed and administered to all sections through the Blackboard portal.

Outcome Criterion

Students, both individually and collectively, will be judged to have mastered this exercise if they demonstrate basic competencies in reading. Learning will be evidenced by an aggregate or collective score of at least 70% on subject material.

Strategic Plan Relationship

This exercise had universal participation as part of the Learning Initiative and related directly to many General Education Outcomes including understanding the basic competencies in written communication, critical thinking, reading comprehension, and student engagement.

Outcome Results

These assessments were administered in Fall 2010 and Spring 2011 in both Hist 1301 and Hist 1302 for all history instructors.. Results were compiled by instructor and section and then collectively. In all sections and collectively students exceeded the target score at 78%. This represents a significant increase of 9% from the last LEAPS cycle.

Outcome Distance Learning Results

See above. No distinction was made between distance and regular students.

Planned Improvement as an Outcome Result

It is the decision of the history faculty that a new LEAP be developed and administered for 2011-2012.

Planned Distance Learning Improvement as an Outcome Result

This will be kept separate for 2011-2012. See above also.

History Education

Plan Period: FY11

Outcome ID#: 6210

Outcome Description

Students will be able to analyze either historical documents or statistical evidence from primary sources and historical journals.

Outcome Strategy

Students will provide a writing sample based upon an analysis of their outside readings.

Outcome Method

During the 2010-2011 academic year, students completing U.S. History HIST 1301 or HIST 1302 will complete a written response to questions from a primary source, historical journal, or other published historical material. The written sample will be evaluated by a rubric discussed in item 4 below. Some instructors may choose to set different instructions for the student such as writing a summary of the writer's conclusions or analyze the historical value of the source. In all instances, instructors will provide an evaluation of student work to the Division Chair.

Outcome Criterion

Students, both individually and collectively, will be judged to have mastered the desired outcome if they demonstrate basic competencies in reading, writing, and organization of ideas. Learning will be evidenced by a collective or aggregate score of at least 70% on a written sample after reading samples taken from the companion reader to the student textbook, "Give Me Liberty!", or similar work. The rubric will score student responses on a scale of 1 to 5. A score of 1 will represent 50% or serious flaws ; not attempted a score of 2 will represent of 60% or minor flaws; missing significant ideas or facts. A score of 3 will represent 70% or satisfactory demonstration of understanding. A score of 4 will represent 80% or competent; or above average response. A score of 5 will represent 90% or exemplary response.

Strategic Plan Relationship

This outcome directly relates to students ability to develop competencies in written and oral communication and to apply critical thinking skills to the analysis of historical documents.

Outcome Results

This LEAP was a continuation from the previous year in which instructors either chose two historical documents from the companion reader to their textbook or allowed students to select one of their own interests that met the criteria as indicated in item 4 above. In some cases the use of primary documents was broadened to use in their term papers. Primary sources were either used as a prompt for a student writing sample or in a term paper in order to measure the extent of student skills in utilizing higher-level reasoning. Students were scored on a rubric that measured specific skill sets related to higher-level reasoning, organization, research methodology, grammar, and sentence structure. The aggregate student score exceeded the target score of 65% at 72%. This level was a slight decrease of student mastery from the preceding LEAPS's year of 69%.

Outcome Distance Learning Results

This LEAP is included for distance students with no distinction made in outcomes whether the sections were distance or face-to-face delivery.

Planned Improvement as an Outcome Result

The history faculties have recommended adopting another LEAP for next year.

Planned Distance Learning Improvement as an Outcome Result

The same as above but distance and face to face will be separated.

History Education

Plan Period: FY11

Outcome ID#: 6211

Outcome Description

Students will be able to understand and to recognize basic ideas, terms, or persons from U.S. history.

Outcome Strategy

Lecture, films, and reading of assigned texts will be used to introduce students to basic historical ideas, terms, and persons.

Outcome Method

Instructors will select 3 to 5 standardized questions to be incorporated into an instrument of their own design that will assess the desired outcome above. These item areas will include the origins of agriculture, European exploration, economies of the colonies, and slavery in North America. Instructors may assess multiple units or one of their choosing that covers a specific timeframe or aspect of American history. Students in at least two sections per instructor of either 1301 or 1302 will be scored on multiple choice questions that focus upon basic historical ideas, terms, or persons.

Outcome Criterion

At least 65% of the assessed sections will be able to answer the selected questions correctly that measure the above desired outcomes.

Strategic Plan Relationship

This outcome directly relates to students ability to develop competencies in written and oral communication and to apply critical thinking skills to the analysis of historical documents.

Outcome Results

This outcome was a continuation of LEAPS completed from the previous year and has been used since the beginning of the LEAPS process. No substantive changes were made to the content of instructor questions. Questions continued to measure specific content. The questions selected covered specific topics, ideas, and facts deemed essential to a basic understanding of American history. The concepts measured were as follows: the origins of agriculture, European exploration, the economies of the colonies, and African slavery. Students again performed well-above the target score of 60% with minimal variation by instructor. Item analysis (change as a %) of the selected concepts reflected only slight variation from the previous year: agriculture(+8%), exploration(+5%), economies(-1%), slavery (+1%). Net change observed reflected slight substantial statistical change. Students improved or remained slightly changed in all items.

Outcome Distance Learning Results

Distance Learning is included in summary for #10.

Planned Improvement as an Outcome Result

With all instructors contributing to this LEAP a more realistic benchmark score has emerged. With students exceeding the target score there is no recommendation for change at this time. Further testing cycles will likely confirm testing for FY 11.

Planned Distance Learning Improvement as an Outcome Result

This will be separated in 2011-2012.

Humanities Education

Plan Period: FY06

Outcome ID#: 196

Outcome Description

Students will be able to identify (and thus enhance their appreciation of..) unique contributions of selected artists/art work.

Outcome Strategy

Students will examine artistic expressions of selected artists and art works depicted in music, slides, films, videos, and literature.

Outcome Method

Students will be given a list of artists, titles of art works, artistic terms and concepts that the humanities include and they will identify specific facts that they know about them. (Pre/Post test)

Outcome Criterion

Assigning 1 point for each specific fact and/or idea that students identify, they will demonstrate a 30% gain in information (and this understanding) in accumulated points from the initial test.

Strategic Plan Relationship

The ability to recall specific facts and ideas about artists/art work is integral to their understanding/critical thinking about the humanities and how they are related to life. Writing about this allows full expression.

Outcome Results

Students demonstrated significant gains in their ability to generate facts, details, and specific ideas about the arts, artists, and humanities concepts covered in class.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

While the pre and post tests indicated significant gains in cultural literacy, the evaluation of the results was unwieldy. The revised "test" will include only 10-12 selected artists/art concepts and design that is easier to assess. The test will also be a collaborative effort where students will be paired to discuss the most important and interesting ideas to be remembered and recorded. This should foster more interest and more critical thinking.

Planned Distance Learning Improvement as an Outcome Result

NA

Humanities Education

Plan Period: FY07

Outcome ID#: 444

Outcome Description

Students will demonstrate and share greater cultural literacy about the humanities by identifying specific facts, details and ideas about selected artists, composers, writers and their arts within collaborative sessions.

Outcome Strategy

Students will examine numerous examples of the humanities (ballet, modern dance, opera, concerti, jazz, movies, contemporary songs, paintings and painters, etc. via art media such as CD's, videos, slides, lecture plus selected readings). They will discuss various observations of and responses to these artists and their expressions, noting qualities that make these artistic, philosophical, and historical expressions unique and significant.

Outcome Method

Students will demonstrate and share knowledge gained about selected artists, art forms and concepts by recording facts, details, and specific ideas about selected artists, art works and key concepts covered in the course in a collaborative pre and post power test.

Outcome Criterion

Students will be able to generate five (5) times more facts, details, specific ideas about selected artists and art works by the end of the course as demonstrated on a collaborative power test administered before and after the course.

Strategic Plan Relationship

Because students will demonstrate their knowledge (cultural literacy) in pairs, they must be able to engage each other fully to communicate clearly and effectively in both oral and written English. By sharing their responses to the cues (names of artists, concepts, etc.), they must engage in critical thinking skills to determine which facts and ideas are most relevant to each item. They must, of course, recognize and record arts and artists from various cultural and ethnic backgrounds, reflecting further, the political, economic and social contexts for individual artistic expressions.

Outcome Results

Data Summary: Students did indeed increase the reported facts, details, ideas, but only 3½ average number per cue/item. The gain is significant beyond the pre-power test, but lower than projected. Using 1 point per fact, detail, concept generated, students expressed an average number of 3 facts, details, concepts per item. Therefore, an improvement over 1½ in the pre-assessment, thus 50% improvement.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Changes as a Result of Evaluation: First, I will reset the performance standard to 3½ facts/ideas per item; I was unrealistic in my projection. I will revise projected criteria from, 5 specific facts, ideas, and concepts generated per item (cue) to 3½ which will still constitutes an improvement over the 3 actually generated this year on the post power test. I will also revise cues in accord with changed course content.

Planned Distance Learning Improvement as an Outcome Result

NA

Humanities Education

Plan Period: FY08

Outcome ID#: 1007

Outcome Description

Outcome Description: Students will assess, express and share facts, details, concepts gained about selected artists, composers, art forms, and cultural concepts, demonstrating gains in cultural literacy and appreciation

Outcome Strategy

Implementation Strategy: Students will examine artistic expressions of selected artists, art works and art concepts depicted in music, slides, films, videos and literature. They will discuss perceptions.

Outcome Method

Assessment Method: Students will demonstrate and share knowledge gained about selected artists, art forms and concepts by recording facts, details, and specific ideas covered in the course in a collaborative pre and post power test.

Outcome Criterion

Criterion (Expected Outcome): Assigning 1 point per specific fact, idea, detail generated about related artists, art concepts, art forms, and cultural concepts, students will assemble and record 4 times more knowledge in collaboration pairs on the power-test.

Strategic Plan Relationship

Outcome Results

Students did indeed increase the reported facts, details, specific ideas from .845 on the initial power test (pre-test) to 6.018 facts, details, and specific ideas on the final assessment. These data indicate a significant gain beyond the original projected outcome.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

While the instructional process yielded encouraging results, and thus, the method of instruction and collaborative learning and testing will continue, the assessment method used is unwieldy and time consuming to an impractical degree. Therefore, the instructor will revise the assessment instrument to include objective multiple choice and matching items administered still in a pre and post power testing situation.

Planned Distance Learning Improvement as an Outcome Result

NA

Humanities Education

Plan Period: FY09

Outcome ID#: 5592

Outcome Description

Students will assess, demonstrate, and share facts, details, and concepts gained about the humanities: selected artists, composers, art forms, and cultural ideas which demonstrate gains in cultural literacy and appreciation within collaborative sessions.

Outcome Strategy

Students will examine numerous examples of the humanities (ballet, modern dance, opera, concerti, jazz, movies, contemporary songs, paintings and painters, etc. via art media such as CD's, videos, slides, lecture and selected readings). They will discuss various observations of and responses to these artists and their expressions, noting qualities that make these artistic, philosophical, and historical events unique and significant.

Outcome Method

Students will demonstrate and share knowledge gained about selected artists, art forms, and key concepts covered in the course in a collaborative pre and post assessment instrument consisting of objective multiple choice, matching, and true-false items. One open-ended question designed to assess knowledge unsolicited by the objective items will be included to equal a five (5) point bonus.

Outcome Criterion

Seventy percent (70%) of the students should demonstrate seventy percent (70%) mastery of the material assessed in the collaborative setting.

Strategic Plan Relationship

By using frequent group interaction and discussions, humanities students react to and share their responses to various artistic, cultural, and philosophical expressions in World culture. Students develop more cultural literacy and receptiveness to art, artists, and writers in a vibrant interactive group setting.

Outcome Results

The humanities assessment instrument was revised, but apparently the test-taking factor sabotaged the results. Because the options for correct response were so numerous and apparently confusing in the multiple-choice items, students reported that they were less certain of their answers. (Unfortunately, the answers went to the letter K in the alphabet in some cases, which was too much for the students.) Therefore, the instrument needs further refinement.

However, 64% of the students tested were able to answer 70% of the items assessed. While this falls a bit short of the desired 70% that the LEAPS goal stipulated, it is a marked improvement over the pre-assessment with no one scoring 70%.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

It is imperative that the assessment instrument be simplified so that the "test-taking factor" be removed since it impedes students ability to show what they know. No doubt, the objective assessment showed improvement in

student learning, (from no one scoring 70% in Pre-assessment to 64% of the students scoring 70% or better)but still, this score does not reach the desired outcome of 70% of the students answering at least 70% of the items correctly. I will revise and simplify the instrument again to more accurately reflect what students have learned.

Planned Distance Learning Improvement as an Outcome Result

NA

Humanities Education

Plan Period: FY10

Outcome ID#: 5947

Outcome Description

Students will assess, demonstrate and share facts, details, and concepts gained about the humanities: selected artists, composers, art forms, and cultural ideas which demonstrate gains in cultural literacy and appreciation within collaborative sessions.

Outcome Strategy

Students will examine numerous examples of the humanities (ballet, modern dance, opera, concerti, jazz, movies, contemporary songs, paintings and painters, etc. via art media such as CD's, DVD's, videos, slides, lectures on various comparative cultural and philosophical underpinnings, as well as selected readings). They will discuss various observations of and responses to these artists and their expressions, these philosophers and their views, noting qualities that make these artistic, philosophical, and historical events unique and significant.

Outcome Method

Students will demonstrate and share knowledge gained about selected artists, art forms, philosophers, and key concepts covered in the course in a collaborative pre and post assessment instrument consisting of objective multiple choice items. One open-ended question designed to assess knowledge unsolicited by the objective items will be included to equal a five point bonus.

Outcome Criterion

Seventy percent (70%) of the students should demonstrate seventy percent (70%) mastery of the material assessed in the collaborative setting.

Strategic Plan Relationship

By using more frequent group interaction and discussions, humanities students react to and share their responses to various artistic, cultural, and philosophical expressions in World Cultures. Students develop more cultural literacy and receptiveness to art, artists, and various belief systems in a more vibrant setting.

Outcome Results

Introduction to Humanities in Fall 2009 and Spring 2010 provided an overview of the arts from early civilizations to the present day with special emphasis given to the principles of classicism and romanticism. In the fall of 2009, an assessment instrument that includes 5 questions concerning these two areas of emphasis measured a 95% retention or improvement. The spring semester assessment instrument measured an 88% retention or improvement.

Outcome Distance Learning Results

No data was collected or recorded Fall of 2009 or Spring of 2010 for the Humanities 1301 Distance Learning Course.

Planned Improvement as an Outcome Result

No changes were made in the assessment instrument. However, more lecture time was devoted to classicism and romanticism, and more weight was given to short answer questions on reading and lecture quizzes covering these two artistic periods.

Planned Distance Learning Improvement as an Outcome Result

Spring 2011 Humanities 1301 Distance Learning courses will use the same assessment instrument as face-to-face Humanities 1301 courses to evaluate student comprehension and retention of the principle elements of classicism and romanticism.

Humanities Education

Plan Period: FY11

Outcome ID#: 6433

Outcome Description

Students will assess, demonstrate, and share facts, details, and concepts gained about selected artistic periods, specifically the periods of romanticism and neoclassicism.

Outcome Strategy

Students will examine numerous examples of the humanities (ballet, modern dance, opera, concerti, jazz, movies, contemporary music, paintings and painters, etc.) via art media such as CD's, DVD's, videos, slides, lectures on various comparative cultural and philosophical underpinnings, and selected readings. Students will discuss various observations of and responses to artists and their expressions, as well as philosophers and their views, noting qualities that make these artistic, philosophical, and historical periods unique and significant.

Outcome Method

Students will demonstrate and share knowledge gained about selected artistic periods and key concepts covered in the course in a collaborative post-assessment instrument consisting of objective multiple choice items.

Outcome Criterion

Seventy percent (70%) of the students should demonstrate seventy percent (70%) mastery of the material assessed in the collaborative setting.

Strategic Plan Relationship

By using more frequent group interaction and discussions, humanities students react to and share their responses to various artistic, cultural, and philosophical expressions in world cultures. Students develop more cultural literacy and receptiveness to the arts.

Outcome Results

The collaborative post-assessment instrument reflected a 100% percent mastery of the objectives by 48% of the students and an 80% mastery of the objectives by 45% of the students.

Outcome Distance Learning Results

The same post-assessment instrument reflected a 100% mastery of the objectives by 44% of the students and an 80% mastery of the objectives by 38% of the students.

Planned Improvement as an Outcome Result

The assessment instrument will be redesigned to reflect emphasis in not only the classical and romantic periods, but also in the baroque period.

Planned Distance Learning Improvement as an Outcome Result

The distance learning assessment instrument will be redesigned to reflect emphasis in not only the classical and romantic periods, but also in the baroque period.

Kinesiology Education

Plan Period: FY07

Outcome ID#: 777

Outcome Description

Students will be able to achieve a minimal level of physical fitness in each of the five health-related components of physical education.

Outcome Strategy

Workout programs and class instructional time will be designed to give students the opportunity to work on each component of health-related fitness.

Outcome Method

The five part Basic Health and Fitness Test designed and assessed by the Stephen F. Austin University Kinesiology and Exercise Science Department will be used to measure the student's fitness level on each component.

Outcome Criterion

Seventy-five percent of students enrolled in Weights and Conditioning Classes will attain a minimal passing standard on each of the five health components of the fitness test at the conclusion of the course.

Strategic Plan Relationship

This outcome relates to the students ability to demonstrate and utilize knowledge of the physical universe and living systems. The students will enhance their knowledge and a better understanding of the human body and how a minimal level of physical fitness can improve the body's efficiency, productivity and quality of life.

Outcome Results

The instructors assigned to teach KINE 1111 and KINE 1238 were expected to administer the fitness evaluation at the end of the Fall semester. However, the two instructors assigned to administer the tests in their classes resigned their positions before the tests were administered to their classes. The division chair did not realize the fitness tests had not been administered to the classes and no students in the classes completed each section of the fitness evaluation. Therefore, the proper data was not collected to determine if the desired outcome was attained.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

The fitness tests will be administered during the Fall semester in two sections of KINE 1111 and KINE 1131. The instructors have been informed of the need to administer and complete the fitness exams to each member of the classes. Data collected during the Fall 2007 semester will be used to determine if the desired outcome can be met.

Planned Distance Learning Improvement as an Outcome Result

NA

Kinesiology Education

Plan Period: FY07

Outcome ID#: 778

Outcome Description

Students will be able to define a physically educated person.

Outcome Strategy

Class discussions, lectures, small group interactions and outside readings will be used to discuss what constitutes a physically educated person.

Outcome Method

All students who are enrolled in Kine 1301 will complete an essay exam where they will be expected to define and explain what a physically educated person is and what five characteristics they possess.

Outcome Criterion

The students in Kine 1301 will be evaluated by written exam at the conclusion of the course. Seventy-five percent of students enrolled will have attained the desired outcome.

Strategic Plan Relationship

This outcome directly relates to students ability to communicate clearly and effectively in written English, as they describe in detail in basic characteristics that a physically educated person possesses. Students will also benefit from improved reading skills derived from analyzing, interpreting and evaluating periodicals and published works dealing with the topic.

Outcome Results

There were twenty-four students enrolled in KINE 1301 for the Fall Semester. The concept of a physically educated person was discussed and defined throughout the course of semester through a variety of different methods. Students completed an written exam defining what a physically educated person was during the last month of the semester. They were expected to provide the five basic components with supporting information on each component. Nineteen students enrolled in the course were able to successfully meet this goal on the initial exam. Three students had withdrawn during the course of the semester. One student had a satisfactory score on a test retake. One student failed the initial exam and did not attempt to retake the exam. 79% pass rate on the exam for the initial test. 83.3% pass rate for the course.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

We were able to meet the desired outcomes for this goal. No major changes in the teaching or testing methods are expected for the coming semester.

Planned Distance Learning Improvement as an Outcome Result

NA

Kinesiology Education

Plan Period: FY08

Outcome ID#: 5566

Outcome Description

Students enrolled in KINE 2111 and KINE 2131 will be able to complete and receiving a level of acceptable fitness on a fitness evaluation of the health related components.

Outcome Strategy

Instructors in the KINE 2111 and KINE 2131 weights and conditioning classes will structure workout programs over the course of the semester to address each of the five health related components of physical fitness. A fitness test will be administered at the conclusion of the course to evaluate each student's current level of fitness.

Outcome Method

A basic fitness evaluation will be given to each student enrolled in the weights and conditioning classes. Students will be tested in multiple areas to determine their level of fitness. The fitness tests will be administered over the course of 2-3 different class meetings to ensure recovery time from each section of the fitness test.

Outcome Criterion

All students enrolled in the weights will be tested and receive scores. It is expected that 75% of those students enrolled in the courses will receive at least a minimal passing score on each of the five health related components of the test by the completion of the course.

Strategic Plan Relationship

Physical fitness and the importance of good health are often times overlooked as part of the educational experience. Given the alarming current physical state of people in the United States, particularly the high percentage of overweight teenagers and young adults, and the increasing costs of insurance and medical treatments, it is important that people understand the benefits of maintaining a minimal level of physical fitness.

Outcome Results

Students that were enrolled in the KINE 2111 and 2131 activity classes and completed the class were administered fitness tests at the conclusion of the course. There was a success rate of over 80% for students to meet the minimal requirements for health-related fitness.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

The number of students enrolled in the KINE 2111 and KINE 2131 classes has been on a steady decline in recent academic years. The pool of students available for testing does not give us a large enough sampling to effectively evaluate the data.

Planned Distance Learning Improvement as an Outcome Result

NA

Kinesiology Education

Plan Period: FY08

Outcome ID#: 5568

Outcome Description

Students enrolled in KINE 1306 First Aid and Safety will be able to properly administer emergency relief to a victim through the use of an automated external defibrillator (AED)

Outcome Strategy

The instructors for KINE 1306 will lead students through the step by step procedures for utilizing the AED. An instructional video detailing instructions and situations when the AED should be utilized will be shown to the entire class. The instructor will also have an EMT present a class lecture on the AED and steps to administer the device to a victim.

Outcome Method

Students enrolled in KINE will be given laboratory experiences in the proper administration of the AED. Individuals in the class will have to exhibit proper use of the machine to a person trained in the administration of the AED. The student will demonstrate the proper procedures and steps for using the AED with a cardiac arrest victim.

Outcome Criterion

Before the conclusion of the course, students will be able to describe the procedural steps in administering emergency relief to a victim with an AED. Seventy five percent of the students completing the class will be able to correctly demonstrate the proper steps in treating cardiac arrest with the AED machine

Strategic Plan Relationship

Outcome Results

Students enrolled in the KINE 1306 class were tested on the procedural steps in operating the AED as part of unit exam. However, the test also included other information not pertaining to the AED. Therefore, the overall success rate for students that were competent in operating the AED could not be ascertained.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

In future semesters, an exam will be given that will consist of only information pertaining to the use and operation of the AED. Success rates for operation of the AED can be determined by the scores on this test.

Planned Distance Learning Improvement as an Outcome Result

NA

Kinesiology Education

Plan Period: FY08

Outcome ID#: 5569

Outcome Description

Students enrolled in KINE 1309 Sports Officiating will demonstrate a working knowledge of the rules of basketball and/or softball and will be able to effectively officiate an intramural basketball and/or softball game.

Outcome Strategy

The instructor will lead students through the current rules manuals for basketball and softball over the course of the semester. Students will gain knowledge through course lectures, instructional videos, on court demonstrations and with guest lecturers who work as officials and umpires.

Outcome Method

Students will be evaluated by written examinations covering basic rules and interpretations. Students will also serve as officials or umpires during TVCC intramural games and will be evaluated by the instructor on their performance.

Outcome Criterion

The instructor should expect a seventy five percent pass for students on the written examinations covering the rules and interpretations. Intramural games that have KINE 1309 students serving as officials or umpires will be monitored by the instructor and the students will be evaluated on several different criteria. After the completion of the game, the instructor will provide feedback and instruction on areas of weakness or ways to improve performance, as well as areas that the student performed at an acceptable level.

Strategic Plan Relationship

Students enrolled in KINE 1309 will have the opportunity to gain factual knowledge and to be able to use that knowledge and incorporate it to effectively officiate a sporting event.

Outcome Results

Students in the KINE 1309 class were instructed, tested and evaluated on the rules and interpretations of those rules for the sport of basketball. Students enrolled in the class were instructed to serve as officials for the intramural basketball games sponsored by TVCC.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

An evaluation system needs to be developed for grading the students on performance while officiating a sports event. It is also recommended that a student's overall grade include points for their performance in officiating intramural games.

Planned Distance Learning Improvement as an Outcome Result

NA

Kinesiology Education

Plan Period: FY09

Outcome ID#: 5862

Outcome Description

Students enrolled in KINE 2156 Taping and Bandaging will be able to complete and be proficient in all taping, bracing and splinting procedures relative to specific injuries and conditions.

Outcome Strategy

The instructor will teach and lead students through each specific taping, bracing, and splinting technique. Students will be required to practice techniques outside of the classroom and be evaluated by student peer groups.

Outcome Method

Students will be assessed by the instructor weekly on their competency in demonstrating taping, bracing and splinting procedures. On each competency evaluation the students must pass with a score of 80%. A comprehensive practical exam will be given at the conclusion of the course over selected skill learned during the semester. A passing grade of 80% on the comprehensive exam will be required for successful completion of the course.

Outcome Criterion

Students will be evaluated weekly on each competency exam. Those mastering the competency will move on to the next procedures. Students that do not meet the minimum competency for a particular exam will receive extra instruction and must complete the competency exam to progress to the next procedure.

Strategic Plan Relationship

Students enrolled must learn the basic workings of the human body and have a thorough knowledge of the anatomy and physiology. Peer evaluations are designed to provide instructional feedback to all students.

Outcome Results

The employee, a previous Division Chair created this outcome and the data was not shared prior to them leaving TVCC.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

In the future, we will try to have more collaboration with other employees in the department so this does not happen again.

Planned Distance Learning Improvement as an Outcome Result

NA

Kinesiology Education

Plan Period: FY09

Outcome ID#: 5863

Outcome Description

Students enrolled in KINE 2356 Care and Prevention of Athletic Injuries will be able to recognize the signs and symptoms of common athletic injuries, evaluate injuries to determine level of care necessary, rehabilitate the injured athlete and demonstrate an understanding of administrative procedures involved in the profession of athletic training.

Outcome Strategy

The instructor will teach students the administrative duties required of an athletic trainer, how to recognize signs and symptoms of common athletic injuries, rehabilitation techniques, as well as evaluation procedures for athletic injuries. Students will be able to practice these skills in laboratory activities and be able to implement their learned skills in the athletic training room.

Outcome Method

Students will be evaluated weekly on documentation skills relevant to the athletic trainer, specific injury evaluation skills, and skills in demonstrating and developing rehabilitation programs. A passing score of 80% on these competency evaluations will be necessary for skill mastery. A comprehensive practical exam will be administered at the end of the semester to assess the student's overall ability to recognize and evaluate an injury, develop a rehabilitation program specific to the injury and demonstrate proper documentation of the injury. A passing score of 80% on the comprehensive examination will be required for successful completion of the course.

Outcome Criterion

Students in the course will be assessed and evaluated periodically to determine competence and progression of the course material. Students who are not meeting established standards for competency will be given opportunities to be reevaluated on the areas that they have not met the minimum passing scores.

Strategic Plan Relationship

The course is designed to be a hands-on learning environment. Students will be expected to prove competencies both orally to the instructor and peer groups and through written examinations.

Outcome Results

The employee, a previous Division Chair created this outcome and the data was not shared prior to them leaving TVCC.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

In the future, we will try to have more collaboration with other employees in the department so this does not happen again.

Planned Distance Learning Improvement as an Outcome Result

NA

Kinesiology Education

Plan Period: FY09

Outcome ID#: 5864

Outcome Description

Students enrolled in KINE 1301 will be able to identify the five health-related components of physical fitness and administer a test to evaluate a person's level of health on each component.

Outcome Strategy

The instructor will provide information on each of the health-related components of physical fitness, including definitions, importance or value, practical applications, exercise programs designed to improve fitness, and tests to evaluate a person's level of fitness.

Outcome Method

All students enrolled in KINE will be given an written examination during the course that will determine knowledge of the five health-related components of fitness including testing procedures, evaluation of results, and definition of each component. A score of 70% on the exam will be required to determine student mastery of the subject content.

Outcome Criterion

It is expected that 80% of the students enrolled in the class will master the intended subject material by the conclusion of the course. Students that do not meet content mastery on the initial examination will be given extra instruction and an opportunity to test a second time.

Strategic Plan Relationship

Students will be expected to provide written feedback to peers on student performance, content knowledge and instructor lead discussions. Students will also lead group activities and work together to administer fitness evaluations to other class members.

Outcome Results

The employee, a previous Division Chair created this outcome and the data was not shared prior to them leaving TVCC.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

In the future, we will try to have more collaboration with other employees in the department so this does not happen again.

Planned Distance Learning Improvement as an Outcome Result

NA

Mathematics Education

Plan Period: FY06

Outcome ID#: 289

Outcome Description

College Algebra students will demonstrate their ability to solve third degree (and higher degree) equations using the Rational Zeros Theorem and synthetic division.

Outcome Strategy

Lectures, class discussions, and homework assignments will be used to teach students and let them practice using the Rational Zeros Theorem and synthetic division.

Outcome Method

All College Algebra instructors will include on their College Algebra Final Exam a question (or questions) asking students to solve equation(s) using the Rational Zeros Theorem and synthetic division. Each College Algebra instructor will record each student's percent correct on the Rational Zeros Theorem and synthetic division section of their Final Exam and report results to the Division Chairperson for Mathematics and Science. Students will be deemed to have mastered this topic if they earn 70% of the points allotted for this topic on a Final Exam.

Outcome Criterion

70% of a sampling of College Algebra students chosen from each TVCC campus which offers College Algebra will demonstrate mastery of the Rational Zeros Theorem and synthetic division by scoring 70% or higher on that section of their College Algebra Final Exam.

Strategic Plan Relationship

This outcome relates to the mathematics TVCC General Education Outcome because it demonstrates mastery of a mathematics skill that is always included in College Algebra courses. Also, since this is a multi-step problem it relates to gauging student's critical thinking ability.

Outcome Results

Fall 2005

288 students from 18 college algebra sections (including some from each of the three main campuses and from each of three prison units) were evaluated. 66.3% of students tested were successful at the 70% or higher level required by above criteria (see the attached worksheet). Our goal was 70%. Therefore, we did not meet the goal. This was a comprehensive evaluation and instructor response was excellent.

Spring 2006

298 students were tested from 17 sections chosen from all three main campuses and from two prison units. Only 55.0% of students tested met the 70% criteria for success. We were not successful in meeting our goal. We were successful in involving nearly all instructors in the evaluation of their students' success.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Fall 2005

One instructor, who routinely exempts many students from the final exam, will use a different test to evaluate

students. We plan to re-evaluate this same topic in Spring 2006. Teaching methods vary widely among this large group of instructors and campuses, and it would be difficult to list all the teaching initiatives which will be applied to this problem. Some methods include emphasis on communication with students, increased student peer mentoring, and encouraging individualized student involvement.

Spring 2006

This topic still needs to be retested next year. One instructor with four large sections may have misinterpreted the instructions for evaluating students' success. All mathematics instructors will be encouraged to participate and correctly interpret the instructions. The instructions may need to be made clearer. Many different instructional methods will be employed to improve students' success rate. Some methods include emphasis on communication between students, increased student peer mentoring, and encouraging individualized student involvement.

Planned Distance Learning Improvement as an Outcome Result

NA

Mathematics Education

Plan Period: FY06

Outcome ID#: 290

Outcome Description

Calculus I students will demonstrate their ability to differentiate and integrate elementary functions using formulas.

Outcome Strategy

Lectures, class discussions, and homework assignments will be used to teach students and let them practice differentiation and integration formulas and skills.

Outcome Method

All Calculus I instructors will include on their Calculus I Final Exam questions asking students to differentiate and integrate elementary functions by using basic formulas. Each Calculus I instructor will record each student's percent correct on the differentiation and integration section of their Final Exam. Students will be deemed to have mastered these topics if they earn 70% of the points for this topic on their Final Exam.

Outcome Criterion

70% of a sampling of Calculus I students chosen from each TVCC campus which offers Calculus I will demonstrate mastery of "elementary functions differentiation and integration by basic formulas" by scoring 70% or higher on that section of their Calculus I Final Exam.

Strategic Plan Relationship

This outcome relates to the mathematics general education outcome by placing emphasis on important basic skills, and since some problems are multi-step problems with substitutions, it relates to gauging students' critical thinking ability.

Outcome Results

Fall 2005

Calculus I instructors all interpreted the evaluation instructions as asking them to evaluate their students ability to find derivatives in one evaluation and their students ability to find integrals as a separate evaluation. Therefore, two sets of results are reported here. 34 students from 4 calculus I classes (beginning with 47 students) from two campuses and from a high school concurrent class were evaluated (see attached worksheet). Two calculus I sections with 28 students were unreported.

79.4% of the 34 students were successful in finding derivatives at the above criteria required 70% level. We exceeded our goal of 70% successful. We do plan to repeat the evaluation and derive more data this year in Spring 2006.

67.7% of the 34 students were successful in finding integrals at the above criteria required 70% level. We did not meet our goal of 70% successful. We do plan to repeat the evaluation and derive more data this year in Spring 2006.

Spring 2006

While most mathematics courses are taught both Fall and Spring semesters, making a second analysis in Spring 2006 appropriate, this is not true for Calculus I. Only two Calculus I sections were taught in Spring 2006. However, this did allow us to include data from a concurrent high-school class taught by an Athens campus instructor whose main contact with the students was internet questions and discussion and face-to-face testing. 100% of the students were successful at the 70% or higher level indicated above.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Fall 2005

Calculus I classes are smaller than usual this year. TVCC's upcoming change to four semester hour calculus classes may increase enrollment and necessitate a repeat of the evaluation of this topic for 2006-2007. One part-time instructor and one high school concurrent instructor failed to evaluate calculus I students on this topic. One change will be to ensure that all calculus I instructors receive timely instructions for completing the evaluation. Clearer instructions for using one combined evaluation must also be given.

Instructional methods vary, but some proposed methods to improve student comprehension include: increased emphasis on communication with students, increased student peer tutoring, and encouraging individualized student involvement.

Spring 2006

While the students were successful, they felt unduly stressed by the internet connection and the demanding nature of the course. The high school has decided not to offer Calculus I next year as a concurrent class. They also cited the fact that TVCC is changing to four hour calculus classes – making the course cover even more material – as a reason for discontinuing their concurrent offering. We do plan to offer a four hour Calculus I course at one of the TDCJ prison units we serve next Fall Semester, but the course will be taught using direct classroom contact.

Planned Distance Learning Improvement as an Outcome Result

NA

Mathematics Education

Plan Period: FY06

Outcome ID#: 291

Outcome Description

College Algebra and Mathematics for Business & Economics I students will demonstrate their ability to successfully read and interpret word problems into linear, quadratic or higher degree equations or systems of equations and to use these equations to solve problems.

Outcome Strategy

Lectures, class discussions, and homework assignments will be used to teach students to successfully read and interpret word problems into equations and to use these equations to solve problems.

Outcome Method

All College Algebra and Mathematics for Business & Economics I instructors will include on Final Exams for these courses a question (or questions) asking students to solve a word problem by writing an equation and solving it. Each instructor will record each student's percent correct on the section of their Final Exam covering reading and writing equations for solving word problems. Students will be deemed to have improved sufficiently at this skill if they earn 70% of the points allotted to this skill on their Final Exam.

Outcome Criterion

70% of a sampling of College Algebra and Mathematics for Business & Economics I students chosen from each TVCC campus which offers these courses will demonstrate sufficient improvement at reading word problems and interpreting them into solvable equations by earning at least 70% of the points allotted to this topic on their Final Exam.

Strategic Plan Relationship

This outcome relates to the mathematics and the critical thinking TVCC general education outcomes, and it also relates to TVCC's QEP "Reading for Comprehension."

Outcome Results

Fall 2005

341 students from 22 sections of college algebra or business mathematics I were tested. 61.9% were successful at the 70% level required by our above criteria (see attached worksheet). We did not meet our goal of 70% successful. This was a very comprehensive evaluation with instructors participating from three campuses and sections evaluated from day, night, prison, and concurrent classes.

Spring 2006

298 students were tested from 21 sections of College Algebra or Business Math I. Sections from all three main campuses which teach College Algebra and sections from 2 prison units were represented. One instructor seems to have misunderstood the instructions, skewing the results.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Fall 2005

We do plan to re-evaluate this topic in Spring 2006 to add more data.

Some changes that could result from this evaluation would include more emphasis on communicating with students, increased student peer mentoring, and encouraging individualized student involvement.

Spring 2006

Since this topic involves our TVCC learning initiative, we plan to include it in next year's analysis. Students do not seem to retain the ability to apply algebraic tools to written problems. So, changes in the frequency these types of problems are included might be appropriate. Continuous emphasis on applying new algebraic tools could help. There will be many different approaches to this because there are many different instructors. Some changes that could result from this evaluation would include more emphasis on communicating with students, increased student peer mentoring, and encouraging individualized student involvement.

Planned Distance Learning Improvement as an Outcome Result

NA

Mathematics Education

Plan Period: FY07

Outcome ID#: 589

Outcome Description

College Algebra, Trigonometry and Mathematics for Business & Economics I and II students will demonstrate their ability to successfully read and interpret word problems into linear, quadratic or higher degree equations or systems of equations and to use these equations to solve problems.

Outcome Strategy

Lectures, class discussions, and homework assignments will be used to teach students to successfully read and interpret word problems into equations and to use these equations to solve problems.

Outcome Method

All College Algebra, Trigonometry, and Mathematics for Business & Economics I & II instructors will include on Final Exams for these courses a question (or questions) asking students to solve a word problem by writing an equation and solving it. Each instructor will record each student's percent correct on the section of their Final Exam covering reading and writing equations for solving word problems. Students will be deemed successful at this skill if they earn 70% of the points allotted to this skill on their Final Exam.

Outcome Criterion

70% of a sampling of College Algebra, Trigonometry and Mathematics for Business & Economics I & II students chosen from each TVCC campus which offers these courses will demonstrate success at reading word problems and interpreting them into solvable equations by earning at least 70% of the points allotted to this topic on their Final Exam.

Strategic Plan Relationship

This outcome relates to the mathematics and the critical thinking TVCC general education outcomes, and it also relates to TVCC's QEP "Reading for Comprehension".

Outcome Results

450 students, representing all three campuses of TVCC which offer mathematics courses and all three TDCJ units where we teach mathematics courses, from 25 sections were tested. Only one part-time instructor for one course failed to report results. 67.8% of students tested were successful at the 70% correct criteria. This is a significant improvement over last year's two evaluations of this item (61.9% in Fall 2005 and 46.0% in Spring 2006). Significantly more students were evaluated (341 in Fall 2005 and 298 in Spring 2006). While our students have still not met the goal of 70% successful, progress has been made.

Outcome Distance Learning Results

33 students from 1 distance learning college algebra (high school concurrent) section were tested. 84.8% were successful at the 70% correct criteria. This seems to indicate that communicating via "words" on the internet may tend to help students be more willing to attempt word problems on a test. These students also had a face-to-face high school mathematics teacher to act as tutor.

Planned Improvement as an Outcome Result

Improved learning on this item may have been accomplished because of the TVCC Learning Lab and the

mathematics department's faithful volunteerism in the Lab. Unfortunately, the Learning Lab is in trouble in Spring 2007 because students have not applied to the Lab for tutoring this spring as they did in Fall 2006. One plan which the mathematics department will consider is requiring failing students to attend the Learning Lab.

Planned Distance Learning Improvement as an Outcome Result

This item will be visited again in next year's LEAPs because it relates to the TVCC Learning Initiative. Being engaged through communicating with their instructor via the internet may also have helped the distance learning students on this item.

Mathematics Education

Plan Period: FY07

Outcome ID#: 590

Outcome Description

Calculus I students will demonstrate their ability to differentiate and integrate elementary functions using formulas.

Outcome Strategy

Lectures, class discussions, and homework assignments will be used to teach students and let them practice differentiation and integration formulas and skills.

Outcome Method

All Calculus I instructors will include on their Calculus I Final Exam questions asking students to differentiate and integrate elementary functions by using basic formulas. Each Calculus I instructor will record each student's percent correct on the differentiation and integration section of their Final Exam. Students will be deemed to have mastered these topics if they earn 75% of the points for this topic on their Final Exam. This is an increased mastery level over last year since students did seem to be within striking distance of this goal if differentiation and integration scores are combined as was intended last year.

Outcome Criterion

70 % of a sampling of Calculus I students chosen from each TVCC campus which offers Calculus I will demonstrate mastery of "elementary functions differentiation and integration by basic formulas" by scoring 75% or higher on that section of their Calculus I Final Exam.

Strategic Plan Relationship

This outcome relates to the mathematics general education outcome by placing emphasis on important basic skills, and since some problems are multi-step problems with substitutions, it relates to gauging students' critical thinking ability.

Outcome Results

39 students from 5 sections of calculus, representing two TVCC campuses and one TDCJ unit where calculus was offered, were tested. 71.8% of students tested met the 75% correct criteria for success. Our calculus students met the 70% successful goal. The numbers also show very high drop out rates, but those who exited the course did learn to differentiate and integrate.

Outcome Distance Learning Results

9 students from 1 section of Calculus I by distance learning (an internet concurrent high school class) were tested. 77.8% of these students were successful at the 75% correct = success criteria. However 7 other students from the same section withdrew from the course. This indicates that a higher percentage of students who were actually tested were successful via distance learning, but a very high drop out rate (43.8% distance vs. 16.7% face-to-face) is even more disturbing since concurrent high school students often face problems with their high schools when they have to drop out of their college classes. Moreover, these students had a high school mathematics teacher who acted as their tutor and they had scheduled face-to-face tutoring sessions with this teacher. The implications for an internet distance education calculus class are not encouraging.

Planned Improvement as an Outcome Result

The TVCC Learning Lab saw many calculus students attend for individual help from a mathematics instructor. The mathematics department will seek to increase attendance in the Lab through encouragement and assigning students to attend the Lab. This might help students who are in danger of dropping out of calculus.

Planned Distance Learning Improvement as an Outcome Result

The high school teacher who tutored the distance education calculus class said that our college instructor was "too hard". College Calculus is not supposed to be easy. Further, the students who resisted the temptation to drop out of calculus adjusted well and enrolled for Calculus II in the spring semester, where they also did well. High school seniors who enroll in college classes face a significant adjustment. They include very strong students who will be accepted in major 4-year universities, but they also include students who have major distractions during their senior year of high school. The two may balance each other in the net result. The TVCC Mathematics department does not propose major changes in the topics covered, the difficulty of the material covered, or the comprehensive coverage of the material. We do expect better communication via the internet with our distance concurrent students to be a goal and an improvement.

Mathematics Education

Plan Period: FY07

Outcome ID#: 591

Outcome Description

College Algebra students will demonstrate their ability to solve third degree (and higher degree) equations using the Rational Zeros Theorem.

Outcome Strategy

Lectures, class discussions, and homework assignments will be used to teach students and let them practice using the Rational Zeros Theorem.

Outcome Method

All College Algebra instructors will include on their College Algebra Final Exam questions asking students to solve equation(s) using the Rational Zeros Theorem. Each College Algebra instructor will record each student's percent correct on the Rational Zeros Theorem section of their Final Exam and report results to the Division Chairperson for Mathematics and Science. Students will be deemed to have mastered this topic if they earn 70% of the points allotted for this topic on a Final Exam.

Outcome Criterion

70% of a sampling of College Algebra students chosen from each TVCC campus which offers College Algebra will demonstrate mastery of the Rational Zeros Theorem and synthetic division by scoring 70% or higher on that section of their College Algebra Final Exam.

Strategic Plan Relationship

This outcome relates to the mathematics TVCC General Education Outcome because it demonstrates mastery of a mathematics skill that is always included in College Algebra courses. Also, since this is a multi-step problem it relates to gauging student's critical thinking ability.

Outcome Results

372 students from 19 sections of college algebra, representing all 3 campuses and 2 TDCJ units which offer college algebra, were tested. 69.1% were successful at the 70% correct criteria. Only 1 part-time instructor failed to report results.

Outcome Distance Learning Results

33 concurrent high school students from 1 section of college algebra were tested. 60.6% were successful at the 70% correct criteria. These slightly lower results were in spite of the students having a high school teacher available to tutor them face to face as well as having internet interactions with the TVCC instructor.

Planned Improvement as an Outcome Result

This is a relatively easy topic for college algebra students. The lack-luster results indicate that they do not easily retain mathematics skills to the end of our courses - let alone carry them into other college courses or into real world experiences. Of course the problem is that they don't believe that they will ever need to use mathematics later. They nearly met our goal of 70% successful, and the mathematics department has decided to evaluate some other topic in the coming year, but the problem of convincing students that mathematics is useful will remain.

The TVCC Learning Lab and the faithful volunteering of instructor time in the Lab improved scores and helped students engage in meaningful study. The mathematics faculty will again commit to volunteer in the Lab and to encourage students to attend the Lab.

Planned Distance Learning Improvement as an Outcome Result

Slightly lower results were to be expected for concurrent high school students whose contact with the instructor was by internet. Possible changes could include the use of "My Math Lab" as a virtual tutor so that the students could have three instructors to help them.

Mathematics Education

Plan Period: FY08

Outcome ID#: 1266

Outcome Description

College Algebra, Trigonometry and Mathematics for Business & Economics I and II students will demonstrate their ability to successfully read and interpret word problems into linear, quadratic or higher degree equations or systems of equations and to use these equations to solve problems. This is the third year that the mathematics department has chosen this goal. The results in previous years showed improvement (61.9% to 67.8%) but we did not reach our goal of 70% successful.

Outcome Strategy

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully read and interpret word problems into equations and to use these equations to solve the problems they model. Increased emphasis will be placed on encouraging students to attempt the word problems and not skip over them. Also, assigning more word problems and encouraging peer tutoring and student participation in the TVCC Learning Lab will help the students gain confidence that they can and should engage.

Outcome Method

All College Algebra, Trigonometry, and Mathematics for Business & Economics I & II instructors will include on Final Exams (or other tests) for these courses questions asking students to solve word problems by writing an equation and solving it. Each instructor will record each student's percent correct on the section of their Final Exam (or other test) covering reading and writing equations for solving word problems. Students will be deemed successful at this skill if they earn 70% of the points allotted to this skill on their Final Exam (or another exam which includes word problems).

Outcome Criterion

70% of a sampling of College Algebra, Trigonometry and Mathematics for Business & Economics I and II students chosen from each TVCC campus which offers these courses will demonstrate success at reading word problems and interpreting them into solvable equations by earning at least 70% of the points allotted to this topic on their Final Exam (or another exam which includes word problems).

Strategic Plan Relationship

Modeling word problems with equations is a mathematical skill. This requires qualitative and quantitative critical thinking skills as students organize the information given and look at parts of the problem before putting them all together. Finally, students must have received sufficient practice and encouragement to let them be willing to attempt (engage) the word problems on the test. Instructors will need to sometimes sacrifice speed, encourage students to always try, actively promote small group study sessions and peer encouragement, and encourage student participation in the TVCC Learning Lab.

Outcome Results

Sixteen sections of College Algebra, Trigonometry, and Math for Business I & II were surveyed with 398 students tested out of the 535 students originally enrolled. All 3 campuses were represented as well as sections taught at the TDCJ units. 54.3% of students tested were successful in meeting the learning outcome criteria. This is far below the last two year's results and does not meet the goal. The lower results are not because we included Trigonometry and the Math. for Business courses. The results on just College Algebra were 56.2% successful.

Trigonometry alone was higher (60%) while the two Math for Business courses were significantly lower (47.8% and 16.7%).

	suc	W	nd	F	nd	nd	unsuc	tot	% suc
Ford.1336	*								1
Self.0517	11	3	4	1	24	43			31.4
Spizzirri.0515	18	3	2	2	7	32			72
Clark.0513	9	8	1	9	27				50
Spizzirri.1347									
Self.0514	16	3	1	1	17	38			48.5
Lucke.0516	4	8	6	0	9	27			30.8
Wall.0926	4	2	1	4	11				50
Wall.0928	5	2	6	13					45.5
Wall.0929	9	2	3	9	23				50
Wall.0927	1	2	3	6					25
Pendland.0925	9	2	1	9	21				50
Stamper.1120	7	11	4	14	36				33.3
Stamper.1119	22	8	4	34					84.6
Stamper.1117	15	5	3	9	32				62.5
Stamper.1118	17	11	4	4	36				81.0
Spizzirri.1195									
Elliott.1188									
Melillo.1194									
Self.1191	15	1	16						93.8
Elliott.1189									
Self.1230									
Clark.1247	3	5	8						37.5
Long.1347	7	3	3	13					70
Long.1288	5	1	5						83.3
Clark.0518	6	2	1	4	13				60
Lucke.1237									
Johnston.1259									
Lucke.0521	0	2	1	1	8				12.0
Lucke.0520	1	4	0	1	9				15.10
Lucke.0519	4	5	2	1	8				33.3
Pendland.0930	6	1	6						13.50
Stamper.1121	11	9	1	4	25				73.3
Staff.1122	10	2	1	13					100
Munteanu.0522	1	2	3	0	5				11.67
O'Brien.1300	*								2

Totals 216 100 26 20 182 535 54.3

* denotes internet VCT courses which had no data reported

Outcome Distance Learning Results

Only 2 VCT internet courses with 3 students were offered and no data was collected from the instructors of those courses.

Planned Improvement as an Outcome Result

We will have to try to evaluate the reason for our lower results and to cause improvement. This learning outcome needs to be evaluated each year anyway - because reading comprehension is our Learning Initiative and because students have real problems with this very important application for mathematics.

Planned Distance Learning Improvement as an Outcome Result

One internet course for concurrent high school students at requesting high schools will be offered in Fall 2008. This section should be evaluated in the next cycle.

Mathematics Education

Plan Period: FY08

Outcome ID#: 1267

Outcome Description

Statistics students will demonstrate their ability to calculate the probability of an event using the Normal Curve.

Outcome Strategy

Lectures, class discussions, examples, and homework assignments will be used to teach students and let them practice using the Normal Curve and formulas and tables based on it to calculate probabilities.

Outcome Method

All statistics instructors will include on their Statistics Final Exam questions asking students to calculate probability using the Normal Curve. Each statistics instructor will record each student's percent correct on this section of their Final Exam. Students will be deemed to have mastered this topic if they earn 70% of the points for this topic on their Final Exam.

Outcome Criterion

70% of a sampling of statistics students chosen from each TVCC campus which offers statistics will demonstrate mastery of calculating probability with the Normal Curve by scoring 70% or higher on that section of their statistics Final Exam.

Strategic Plan Relationship

Calculating probability using the Normal Curve is a mathematical skill. This outcome uses and teaches critical thinking skills since the problems will involve several steps and will require students to analyze whether areas under the Normal Curve should be added, subtracted, added to 50%, subtracted from 50%, or subtracted from 100%. Normal Curve probability tables are used in many ways creating a complex critical thinking problem for students to solve.

Outcome Results

Five sections of Statistics with 75 students tested reported results. All 3 campuses were represented. 81.3% of students were successful at meeting the criteria of this learning outcome.

	suc	W	nd	F	nd	nd	unsuc	tot	% suc
Canada.1306	*						1		
Lucke.0526	11	3	1	2	6	23	64.7		
Lucke.0527	4	6	0	1	2	13	66.7		
Wall.0932	22	1				23	100		
Wall.0931	17	1			1	19	94.4		
Stamper.1124	7	1			5	13	58.3		

Totals 61 12 1 3 14 91 81.3

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

The Mathematics department has decided to offer Statistics at the TDCJ units and to consider offering sections for high school concurrent students at Canton.

Planned Distance Learning Improvement as an Outcome Result

NA

Mathematics Education

Plan Period: FY08

Outcome ID#: 1268

Outcome Description

College Algebra and Mathematics for Business & Economics I students will demonstrate their ability to solve systems of equations.

Outcome Strategy

Lectures, class discussions, examples, and homework assignments will be used to teach students and let them practice solving systems of equations.

Outcome Method

All College Algebra and Math for Business & Economics I instructors will include on their Final Exams (or other test) questions asking students to solve systems of equations. Each instructor will record each student's percent correct on the systems of equations section of their Final Exam (or other test) and report results to the Division Chairperson for Mathematics and Science. Students will be deemed to have mastered this topic if they earn 70% of the points allotted from this topic on a Final Exam (or other test).

Outcome Criterion

70% of a sampling of College Algebra and Mathematics for Business & Economics I students chosen from each TVCC campus which offers these courses will demonstrate mastery of solving systems of equations by scoring 70% or higher on that section of their Final Exam (or other test).

Strategic Plan Relationship

Solving systems of equations is a mathematical skill. Since the problems always involve many steps involving organized planning of the strategy to be used and often involving smaller problems within larger ones this topic also teaches critical thinking skills.

Outcome Results

368 students from 24 sections representing all 3 campuses were evaluated. 66.6% of those evaluated successfully met the criteria of this learning outcome. This did not meet our goal, but is relatively close to the goal for a first attempt at this learning outcome goal.

	suc	W	nd	F	nd	nd	unsuc	tot	% suc
Ford.1336	*						1		
Self.0517	23	3	4	1	12	43		65.7	
Spizzirri.0515	10	3	2	13	4	32		71.4	
Clark.0513	12	8	1	1	5	27		70.6	
Spizzirri.1347									
Self.0514	22	3	1	1	11	38		66.7	
Lucke.0516	8	9	6	0	5	27		61.5	
Wall.0926	8	2	1			11		100	
Wall.0928	9	2	2	13		26		81.8	
Wall.0929	18	2	3			23		100	

Wall.0927 4 2 6 100
 Pendland.0925 8 2 2 0 9 21 47.1
 Stamper.1120 13 11 4 8 36 61.9
 Stamper.1119 15 8 11 34 57.7
 Stamper.1117 17 5 3 7 32 70.8
 Stamper.1118 10 5 10 25 50
 Spizzirri.1195
 Elliott.1188
 Melillo.1194
 Self.1191 16 16 100
 Elliott.1189
 Self.1230
 Clark.1247 5 3 8 62.5
 Long.1288 5 1 6 83.3
 Long.1347 10 3 13 100

Lucke.0521 3 2 1 1 5 12 37.5
 Lucke.0520 2 4 0 1 8 15 20
 Lucke.0519 5 5 2 1 7 20 41.7
 Pendland.0930 5 1 7 13 41.7
 Stamper.1121 10 9 1 5 25 66.7
 Stamper.1122 7 2 1 3 13 70

Totals 245 91 23 48 123 529 66.6

*denotes a VCT section which was not evaluated

Outcome Distance Learning Results

Only 1 VCT section with one student was offered as distance learning. This student was not evaluated. Lower results in the Math. for Business I classes could have resulted because this topic is covered earlier in the semester and then evaluated on the Final Exam. However, we do want students to exit the course with these skills. So, final exam evaluations may be most appropriate.

Planned Improvement as an Outcome Result

This important topic needs more emphasis and further evaluation. We were close to the goal, but did not reach it. No significant changes in teaching methods are indicated, but increased student awareness of the importance of this topic could be a reasonable goal.

Planned Distance Learning Improvement as an Outcome Result

One local internet course for College Algebra concurrent students is planned for Fall 2008. This course should be evaluated if this learning outcome is included for 2008-2009.

Mathematics Education

Plan Period: FY09

Outcome ID#: 5800

Outcome Description

College Algebra, Precalculus and Mathematics for Business & Economics I students will demonstrate their ability to successfully read and interpret word problems into linear, quadratic or higher degree equations or systems of equations and to use these equations to solve problems.

Outcome Strategy

The mathematics department has chosen this goal for several years and never achieved success. The problem doesn't seem to be implementation, however. Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully read and interpret word problems into equations and to use these equations to solve the problems they model. Increased emphasis will be placed on encouraging students to attempt the word problems and not skip over them. Also, assigning more word problems and encouraging peer tutoring and student participation in the TVCC Student Success Center will help the students gain confidence that they can and should engage.

Outcome Method

All College Algebra, Precalculus, and Mathematics for Business & Economics I instructors will include on Final Exams (or other tests) for these courses questions asking students to solve word problems by writing an equation and solving it. Each instructor will record each student's percent correct on the section of their Final Exam (or other test) covering reading and writing equations for solving word problems. Students will be deemed successful at this skill if they earn 70% of the points allotted to this skill on their Final Exam (or another exam which includes word problems).

Outcome Criterion

60% of a sampling of College Algebra, Precalculus and Mathematics for Business & Economics I students chosen from each TVCC campus which offers these courses will demonstrate success at reading word problems and interpreting them into solvable equations by earning at least 70% of the points allotted to this topic on their Final Exam (or another exam which includes word problems).

Strategic Plan Relationship

Solving word problems with algebra clearly involves reading, comprehending, analyzing, interpreting, and evaluating the material. It also involves choosing the correct mathematical method and skill. Finally students must use critical thinking skills to apply the correct mathematical method.

Outcome Results

402 students from 23 sections of College Algebra, Business Algebra, and Pre-Calculus, representing the Athens, Palestine, Terrell and TDCJ unit campuses, were evaluated. There were actually 497 students in these sections, but 95 students did not complete the evaluation (W no data, F no data, just no data). The success rate was 61.7% which meets our goal of 60% successful.

Outcome Distance Learning Results

The only College Algebra by internet had a 65.2% success rate.

Planned Improvement as an Outcome Result

Since the mathematics department believes that this Learning Outcome is the proper way to promote and evaluate reading in a mathematics class, we will probably ask instructors to place increased emphasis on this outcome and will continue to evaluate it with a higher goal.

Planned Distance Learning Improvement as an Outcome Result

No changes are planned. One reason the rate was acceptable was that our internet college algebra is offered in a manner that allows for students to have support outside of the classroom with a coach-mentor-tutor.

Mathematics Education

Plan Period: FY09

Outcome ID#: 5801

Outcome Description

Students in College Algebra will demonstrate their ability to solve quadratic equations using the quadratic formula.

Outcome Strategy

Lectures, class discussions, examples, and homework assignments will be used to teach students and let them practice using the Quadratic Formula to solve quadratic equations.

Outcome Method

All college algebra instructors will include on their Final Exam questions asking students to solve quadratic equations using the Quadratic Formula. Each instructor will record each student's percent correct on this section of their Final Exam. Students will be deemed to have mastered this topic if they earn 70% of the points for this topic on their Final Exam.

Outcome Criterion

70% of a sampling of college algebra students chosen from each TVCC campus which offers college algebra will demonstrate mastery of solving quadratic equations with the Quadratic Formula by scoring 70% or higher on that section of their college algebra Final Exam.

Strategic Plan Relationship

"To understand mathematical information and utilize mathematical skills": Students will have to recall and utilize the Quadratic Formula correctly to achieve success.

"To demonstrate qualitative and quantitative critical thinking skills": Students will have to recognize which equations require the use of the Quadratic Formula and then be able to use it in several differing types of results. This requires critical thinking.

Outcome Results

258 students from 11 sections of College Algebra, representing the Athens, Terrell and TDCJ unit campuses, were evaluated. There were actually 325 students in these sections, but 67 students did not complete the evaluation (W no data, F no data, just no data). Our success rate was 82.2%. This exceeds our goal of 70% success. Participation was not very good with 7 sections on the Palestine and Athens campuses not reporting. This was probably due to an error by the Division Chair who sent out last year's LEAP Goals one of the two times she sent them to faculty.

Outcome Distance Learning Results

59.1% was the success rate in our only internet College Algebra.

Planned Improvement as an Outcome Result

This was the first year for evaluating this Learning Outcome, and while the results were satisfactory, participation was not due to an error in communication. This should be corrected and the evaluation repeated.

Planned Distance Learning Improvement as an Outcome Result

NA

Mathematics Education

Plan Period: FY09

Outcome ID#: 5802

Outcome Description

College Algebra and Mathematics for Business & Economics I students will demonstrate their ability to solve systems of equations.

Outcome Strategy

Lectures, class discussions, examples, and homework assignments will be used to teach students and let them practice solving systems of equations

Outcome Method

All College Algebra and Math for Business & Economics I instructors will include on their Final Exams (or other test) questions asking students to solve systems of equations. Each instructor will record each student's percent correct on the systems of equations section of their Final Exam (or other test) and report results to the Division Chairperson for Mathematics and Science. Students will be deemed to have mastered this topic if they earn 70% of the points allotted from this topic on a Final Exam (or other test).

Outcome Criterion

70% of a sampling of College Algebra and Mathematics for Business & Economics I students chosen from each TVCC campus which offers these courses will demonstrate mastery of solving systems of equations by scoring 70% or higher on that section of their Final Exam (or other test).

Strategic Plan Relationship

Solving systems of equations is a mathematical skill. Since the problems always involve many steps involving organized planning of the strategy to be used and often involving smaller problems within larger ones this topic also teaches critical thinking skills.

Outcome Results

272 students from 17 sections of College Algebra and Business Algebra, representing Athens, Palestine, Terrell, and TDCJ unit campuses were evaluated. 343 students were actually in these sections, but 71 students did not complete the evaluation (W no data, F no data, or just no data). The success rate was 76.1%. This exceeds our goal of 70% success.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

No changes are indicated.

Planned Distance Learning Improvement as an Outcome Result

NA

Mathematics Education

Plan Period: FY10

Outcome ID#: 6053

Outcome Description

College Algebra, Precalculus and Mathematics for Business & Economics I students will demonstrate their ability to successfully read and interpret word problems into linear, quadratic or higher degree equations or systems of equations and to use these equations to solve problems.

Outcome Strategy

The mathematics department has chosen this goal for several years and never achieved success. The problem doesn't seem to be implementation, however. Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully read and interpret word problems into equations and to use these equations to solve the problems they model. Increased emphasis will be placed on encouraging students to attempt the word problems and not skip over them. Also, assigning more word problems and encouraging peer tutoring and student participation in the TVCC Student Success Center will help the students gain confidence that they can and should engage.

Outcome Method

All College Algebra, Precalculus, and Mathematics for Business & Economics I instructors will include on Final Exams (or other tests) for these courses questions asking students to solve word problems by writing an equation and solving it. Each instructor will record each student's percent correct on the section of their Final Exam (or other test) covering reading and writing equations for solving word problems. Students will be deemed successful at this skill if they earn 70% of the points allotted to this skill on their Final Exam (or another exam which includes word problems).

Outcome Criterion

65% of a sampling of College Algebra, Precalculus and Mathematics for Business & Economics I students chosen from each TVCC campus which offers these courses will demonstrate success at reading word problems and interpreting them into solvable equations by earning at least 70% of the points allotted to this topic on their Final Exam (or another exam which includes word problems).

Strategic Plan Relationship

Solving word problems with algebra clearly involves reading, comprehending, analyzing, interpreting, and evaluating the material. It also involves choosing the correct mathematical method and skill. Finally, students must use critical thinking skills to apply the correct mathematical method.

Outcome Results

618 students from 23 sections of College Algebra, Pre-Calculus, and Business Math I were surveyed. The sections represented all main campuses offering these courses and included sections representing high school concurrent classes, one distance learning class, and TDCJ classes. We exceeded our goal significantly. 70.6% of students tested were successful in scoring 70% or more on pertinent sections of the test.

Setting up word problems into equations and solving those equations to answer questions posed by the problem does involve students in making choices between methods and types of problems and in analyzing the results to determine feasibility of that result.

Outcome Distance Learning Results

Only one distance learning, high school concurrent College Algebra class was reported. However, the results were similar in that class to the average results achieved in most other classes. 86.4% of the distance learning students were successful in scoring at least 70% correct on the pertinent sections of the test. This is higher than our average, but we expected the high school concurrent class to rate high since they had more than twice as much classroom time on the material as other sections and they did have a high school mathematics teacher with them throughout that time focusing their attention, reinforcing the material covered, and helping those students review missing skill sets that all College Algebra students experience. Our department has tentatively decided that all distance learning concurrent mathematics classes need that classroom math-educated individual available to the distance education students to allow them the opportunity to be successful. True distance learning College Algebra students have not scored as well in the past and no such sections were offered this year.

Planned Improvement as an Outcome Result

The comprehensive nature of the evaluation - with all campuses reporting - seemed to make a difference in achieving our learning outcome goals. Encouraging students to attempt the word problems also seemed to make a difference. The further change that seems indicated is department commitment to our goals and encouraging students to engage more fully.

Planned Distance Learning Improvement as an Outcome Result

Any distance learning mathematics classes need some extra emphasis on engagement. This is difficult with distance learning classes, but tutors or classroom mathematics tutors may need to be a criteria for offering distance learning mathematics classes.

Mathematics Education

Plan Period: FY10

Outcome ID#: 6057

Outcome Description

Students in Math 1314 College Algebra will demonstrate their ability to graph quadratic functions and to identify the vertex, axis of symmetry, x and y intercepts, and maximum or minimum of the quadratic function.

Outcome Strategy

Lectures, class discussions, examples, and homework assignments will be used to teach students and let them practice this learning outcome.

Outcome Method

All college algebra instructors will include on their Final Exam (or other test) questions asking students to demonstrate skill in this learning outcome. Each instructor will record each student's percent correct on this section of their Final Exam (or other test). Students will be deemed to have mastered this topic if they earn 70% of the points for this topic on their Final Exam (or other test).

Outcome Criterion

70% of a sampling of college algebra students chosen from each TVCC campus which offers college algebra will demonstrate mastery of this learning outcome by scoring 70% or higher on that section of their college algebra Final Exam (or other test).

Strategic Plan Relationship

Analyzing quadratic functions is a standard mathematical skill.

Students must use critical thinking skills to put together the formulas, visualizations, graphs, and meanings of this learning outcome.

Outcome Results

532 students from 18 sections of College Algebra, representing all 3 campuses that offer College Algebra and the TDCJ units, were surveyed. 62.5% of students tested were successful at the 70% rate adopted. We did not meet our goal on this first evaluation of this learning outcome. Graphing quadratic functions should have been an easy topic for our students, and, indeed the high school concurrent section evaluated did succeed. However, this topic was new for faculty to evaluate and some didn't produce data - though all campuses were well represented.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Department faculty will probably want to continue this learning outcome to achieve more participation next year. Changes that could help would be group graphing exercises and connecting this topic to solving quadratic equations.

Planned Distance Learning Improvement as an Outcome Result

Instructors who teach concurrent distance learning classes should respond to the need to evaluate this learning outcome.

Mathematics Education

Plan Period: FY10

Outcome ID#: 6060

Outcome Description

Statistics students will demonstrate their ability to use permutations and combinations to determine the number of outcomes in a set called a Sample Space.

Outcome Strategy

Lectures, class discussions, examples, and homework assignments will be used to teach students and let them practice this learning outcome.

Outcome Method

All Statistics instructors will include on their Final Exam (or other test) questions asking students to find the number of outcomes in a set representing all the outcomes (or part of the outcomes) of an experiment by using permutations or combinations. Each instructor will record each student's percent correct on this learning outcome and report results to the Division Chairperson for Mathematics and Science. Students will be deemed to have mastered this topic if they earn 70% of the points allotted for this topic on a Final Exam (or other test).

Outcome Criterion

70% of a sampling of Statistics students chosen from each TVCC campus which offers these courses will demonstrate mastery of this learning outcome by scoring 70% or higher on that section of their Final Exam (or other test).

Strategic Plan Relationship

Permutations and combinations are an important statistics tool.

Critical thinking is required to analyze a problem and decide whether permutations or combinations apply to a situation for counting the numbers elements in a Sample Space or some subset of it.

Outcome Results

127 students from 5 sections of Statistics representing all 3 campuses which teach Statistics were surveyed. 57.0% were successful at the 70% correct level chosen for success. We did not meet our goal of 70% successful. We also found that many fewer Statistics classes were offered in Fall 2009 than would have been offered in Spring 2010. This is partly true since several high schools ask us to offer concurrent Statistics classes on their campuses in the spring semesters.

Outcome Distance Learning Results

No distance learning section was reported. Only one was offered in Spring 2010.

Planned Improvement as an Outcome Result

As Statistics becomes a more common CORE Curriculum course, especially in concurrent classes, we will need to re-evaluate this learning outcome in the spring semester. We will also need to make this application of probability and statistics clearer to students. They seem to have omitted this question on their Final Exam because they didn't retain its meaning or application.

Planned Distance Learning Improvement as an Outcome Result

At least one distance learning Statistics section is planned for next year. It should be evaluated and this learning outcome should be clearly tied to both probability (students often omit) and statistics.

Mathematics Education

Plan Period: FY11

Outcome ID#: 6357

Outcome Description

College Algebra, Precalculus and Mathematics for Business & Economics I students will demonstrate their ability to successfully read and interpret word problems into linear, quadratic or higher degree equations or systems of equations and to use these equations to solve problems.

Outcome Strategy

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully read and interpret word problems into equations and to use these equations to solve the problems they model. Increased emphasis will be placed on encouraging students to attempt the word problems and not skip over them. Also, assigning more word problems and encouraging peer tutoring and student participation in the TVCC Student Success Center will help the students gain confidence that they can and should engage in modeling word problems with equations.

Outcome Method

All College Algebra, Precalculus, and Mathematics for Business & Economics I instructors will include on Final Exams (or other tests) for these courses questions asking students to solve word problems by writing an equation and solving it. Each instructor will record each student's percent correct on the section of their Final Exam (or other test) covering reading and writing equations for solving word problems. Students will be deemed successful at this skill if they earn 70% of the points allotted to this skill on their Final Exam (or another exam which includes word problems).

Outcome Criterion

75% of a sampling of College Algebra, Precalculus and Mathematics for Business & Economics I students chosen from each TVCC campus which offers these courses will demonstrate success at reading word problems and interpreting them into solvable equations by earning at least 70% of the points allotted to this topic on their Final Exam (or another exam which includes word problems).

Strategic Plan Relationship

Solving word problems with algebra clearly involves reading, comprehending, analyzing, interpreting, and evaluating the material. It also involves choosing the correct mathematical method and skill. Finally, students must use critical thinking skills and practice them to apply the correct mathematical model.

Outcome Results

465 students, from 27 sections, representing all 4 campuses (including TDCJ as a campus) that offer Mathematics were evaluated. 63% were successful at the 70% success criteria. We did not meet our goal of 75% successful at the 70% success criteria.

Outcome Distance Learning Results

The only Distance Learning College Algebra section was not evaluated.

Planned Improvement as an Outcome Result

Several highly successful instructors did not submit results. This would have affected our success rate. However, word problems, are a very difficult topic at which to reach success. We will continue to attack this difficult topic because it is important and cannot be ignored.

Planned Distance Learning Improvement as an Outcome Result

New Distance Learning College Algebra classes are planned next year. The comparison of success rates would be more useful under those circumstances.

Mathematics Education

Plan Period: FY11

Outcome ID#: 6358

Outcome Description

Students in Math 1314 College Algebra will demonstrate their ability to graph quadratic functions and to identify the vertex, axis of symmetry, x and y intercepts, and maximum or minimum of the quadratic function.

Outcome Strategy

Lectures, class discussions, examples, and homework assignments will be used to teach students and let them practice this learning outcome.

Outcome Method

All college algebra instructors will include on their Final Exam (or other test) questions asking students to demonstrate skill in this learning outcome. Each instructor will record each student's percent correct on this section of their Final Exam (or other test). Students will be deemed to have mastered this topic if they earn 70% of the points for this topic on their Final Exam (or other test).

Outcome Criterion

70% of a sampling of college algebra students chosen from each TVCC campus which offers college algebra will demonstrate mastery of this learning outcome by scoring 70% or higher on that section of their college algebra Final Exam (or other test).

Strategic Plan Relationship

Analyzing quadratic functions is a standard mathematical skill.

Outcome Results

353 students, from 19 sections, representing 3 of 4 campuses (including TDCJ as a campus, but not each high school) which offer College Algebra, were evaluated. 61% were successful at the 70% success criteria. 18 sections were not reported. We did not meet our goal of 70% successful at the 70% success criteria.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

We will re-emphasize graphing quadratic functions and try for a more comprehensive report with a greater success rate.

Planned Distance Learning Improvement as an Outcome Result

Distance Learning College Algebra classes are planned on two campuses. The comparison should be more meaningful next year.

Mathematics Education

Plan Period: FY11

Outcome ID#: 6359

Outcome Description

Statistics students will demonstrate their ability to use permutations and combinations to determine the number of outcomes in a set called a Sample Space.

Outcome Strategy

Lectures, class discussions, examples, and homework assignments will be used to teach students and let them practice this learning outcome.

Outcome Method

All Statistics instructors will include on their Final Exam (or other test) questions asking students to find the number of outcomes in a set representing all the outcomes (or part of the outcomes) of an experiment by using permutations or combinations. Each instructor will record each student's percent correct on this learning outcome and report results to the Division Chairperson for Mathematics and Science. Students will be deemed to have mastered this topic if they earn 70% of the points allotted for this topic on a Final Exam (or other test).

Outcome Criterion

70% of a sampling of Statistics students chosen from each TVCC campus which offers these courses will demonstrate mastery of this learning outcome by scoring 70% or higher on that section of their Final Exam (or other test).

Strategic Plan Relationship

Permutations and combinations are an important statistics tool.

Outcome Results

92 students, from 5 sections of Statistics, representing 3 campuses were evaluated. 70% were successful at the 70% success criteria. We met our goal - barely.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

More Statistics classes are planned - especially at TDCJ units as they move toward the AAS degree in Business - next year. We will try for a higher standard next year and continue to evaluate this learning outcome.

Planned Distance Learning Improvement as an Outcome Result

NA

Music Education

Plan Period: FY06

Outcome ID#: 281

Outcome Description

TVCC music appreciation students will demonstrate a historical and functional knowledge of music by recognizing the similarities and differences between the musical genres of the various artistic periods.

Outcome Strategy

1) Students will study and compare musical characteristics of the periods through reading, listening, and discussion. 2) Students will analyze and compare the genres and the periods. 3) Students will make a presentation to the class on an assigned topic.

Outcome Method

Music Appreciation students will be given a pre-test on the second day of the semester to assess their knowledge. Students will be given an exit text covering the same material. The students will be evaluated on aural and academic knowledge of the subject matter: Listening 20%, academic knowledge of period characteristics 40%, and individual presentation to the class 20%.

Outcome Criterion

Seventy percent of the students will score 80% or above on the listening and written portions of the exit test.

Strategic Plan Relationship

This outcome will enhance quality instruction and it will expand intellectual, artistic, cultural, and personal enrichment. Oral Communication: Competent communication skills are requisite for oral presentation. Written/Critical Thinking: Students must make value judgments in empirical comparisons between musical genres. Reading Comprehension: Students must be able to read and comprehend well in order to make oral presentations and to synthesize period comparisons.

Outcome Results

50% of music theory students made oral presentations on current issues in music based on outside readings.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Music theory instructors will require all students to read and make presentations on 2-3 topics related to current issues in music each semester.

Planned Distance Learning Improvement as an Outcome Result

NA

Music Education

Plan Period: FY06

Outcome ID#: 579

Outcome Description

TVCC music majors will demonstrate critical thinking skills by performing music that is appropriate for freshman and sophomore levels of performance. By doing so, students will also document recital attendance requirements required for successful transfer.

Outcome Strategy

Performance: Private applied teachers will assign literature appropriate for the students' level. Weekly private applied lessons will engage students in discussions, demonstrations, and performance techniques that aid in the performance of the music. The MUSI 0005 class will provide students with faculty-led seminars in performance protocol. Music majors will perform solos twice per semester and they will observe performances by others at the weekly class. A faculty panel will rate the performance of every music major through a post-test, in the form of a jury, at the end of each semester. Non-music majors who study private applied music will perform one solo at a recital or a jury setting.

Recital Attendance: Students will attend from 12-15 recitals or concerts through participation in MUSI 0005 in order to verify the semesters of recital attendance required by university music departments for the baccalaureate degree.

Outcome Method

Performance: The faculty will pre-assess individual students at the initial enrollment audition. Abilities of students will be evaluated by audition and interviews. Interviews will include an inquiry of their background, their chosen instrument, experience, and current technical expertise. Curriculum will be custom designed in order, beginning at their current level and to advance progressively. All private applied music students will be rated by their solo performances at the weekly lesson, at recital performances, and at the end-of-the semester jury. The appropriate level of performance and student improvement will be taken into consideration. Recitals are videoed and are made available to students and teachers for critique at the private lesson following a performance.

Recital Attendance: Attendance records at the weekly recital will be strictly documented. Music majors are required to attend the number of required recitals specified at the beginning of the semester in order to receive an A on the transcript documentation. Recitals or concerts in addition to the recital class will also be required; students are required to document their attendance at outside performances by submitting a completed Recital Attendance Form to the Music Department Coordinator. An F will be recorded on student transcripts if the required number of attendances are not documented. The grade of A on the transcript denotes completion of the Recital Attendance requirements, not a grade that contributes to the students' GPA. The music major must have a record if transferring to an upper-division university.

Outcome Criterion

Performance: 75% of all TVCC music majors will successfully perform at a level/rating of 70 or higher at their jury at the end of the semester. Assessment criteria will include intonation, stylistic interpretation, and musical accuracy. A student may not receive a final private applied lesson grade that is more than one letter higher than the jury grade average.

Strategic Plan Relationship

The performance of music involves a complex incorporation of cognitive, affective, and psychomotor skills that engage critical thinking. Music students must be fully engaged in order to perform the distinguishing attributes of written music, as appropriate for the style and time of its composer. The performer translates the music into contrasting and comparative elements that are applied through concepts, problem-solving, and interpretation. An experienced, professional faculty panel guides the students, coaches them, and critiques them to use multi-faceted critical thinking when distinguished an exemplary or unsatisfactory performance by themselves or others.

Outcome Results

Performance: In the Fall 2005 semester, 97% of the music majors receiving an average rating of 70 or higher on their music juries. In Spring 2006, 88% of all music majors were rated an average of 70 or above in their music juries. Both are well above the expected projection of 75%. Recital Attendance: In Fall 2005 semester, 96% of the music majors met the criteria of recital attendance at 13 seminars/student recitals and 3 outside concerts. In the Spring of 2006, 88% of the music majors enrolled in MUSI 0005 met the recital attendance requirements to attend the 14 seminars/recitals and the 2 outside concerts. Both semesters exceeded the projected 70%.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Music major enrollment always drops in the spring semester because of the freshmen decision-making process in a demanding field of study. With the smaller population found in a small college, the percentage of even one unsuccessful student will cause the success rate to drop considerably. Because of lower ratings in spring music juries and a lower number of students who received credit for the spring recital attendance, a qualitative study or round table discussion with sophomore music majors in the Fall of 2006 will aide in the investigation of lower spring performance. It is hoped that the students can give insight to any special challenges involved during the spring semester. The music faculty, in their weekly meeting, will address the topic of student motivation in the spring semester.

Planned Distance Learning Improvement as an Outcome Result

NA

Music Education

Plan Period: FY06

Outcome ID#: 580

Outcome Description

Music Theory students will demonstrate an understanding of music terminology and current issues in music. Students will read and report on outside assignments and supplemental materials concerning music.

Outcome Strategy

Supplemental reading will focus on current issues in music careers, music education, music law, music technology, and other related materials. These items will come from sources such as journals, newspapers, the internet, and other acceptable sources. The articles will be posted in the classroom after the presentation for all to read.

Outcome Method

Students will report briefly to the class on their supplemental reading. Grades will be given for these presentations.

Outcome Criterion

50% of the music theory students will make class presentations on current issues. Theory tests may include material from student reports.

Strategic Plan Relationship

1. It improves classroom instruction and student learning outcomes. 2. It expands the intellectual, artistic, cultural, and personal enrichment of student learning. 3. It gives student opportunities to acquire general knowledge, it allows them to grow through active involvement in communication skills, and it reinforces terminology that builds professional interaction.

Outcome Results

50% of music theory students made oral presentations on current issues in music based on outside readings.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Music theory instructors will require all students to read and make presentations on 2-3 topics related to current issues in music each semester.

Planned Distance Learning Improvement as an Outcome Result

NA

Music Education

Plan Period: FY07

Outcome ID#: 612

Outcome Description

Students will analyze how knowledge they acquired in music theory, private lessons, and recital class was utilized in the creation of their original compositions.

Outcome Strategy

Music theory students will write an original composition that will be performed in an Athens campus composition contest, held annually in April. They will receive instruction and rules in their theory and ear-training classes through lectures, observations, and practice assignments. Music department faculty will serve as advisors through the process. These compositions are to be performed live and critiqued by outside judges. Students will acquire help in score-writing through a music technology workshop and through practice in theory classes. Cash prizes and award plaques will be awarded to the winners. At the end of this process, students will complete a questionnaire that includes an assessment of the role that theory learning played in the creation of their composition.

Outcome Method

100% of students enrolled in spring music theory classes will participate in the process of writing, performing, and evaluating the process of the composition contest through the use of the questionnaire mentioned in #2 (Implementation Strategy).

Outcome Criterion

100% of students enrolled in spring music theory classes will participate in the process of writing, performing, and evaluating the process of the composition contest. The music faculty will anticipate a mean of a 4 in a Likert-type rating of 1-5 (low to high ratings) from student evaluation forms. Qualitative, open-ended questions will be added to the evaluation form. Data from the evaluation form can be compared to those from the last two years. The reflective part of the survey will add value for the students. Students will rate every process of the contest and how writing music, versus only reading and analyzing music, helped them to apply the knowledge from their music classes.

Strategic Plan Relationship

TVCC music students will learn how to apply the knowledge they have acquired in music classes. They will demonstrate how form, melody, harmony, rhythm, and timbres can be combined to create a musical composition. They will use technology in the process. They will be able to critique their own compositions as well as those by other composers.

Outcome Results

All music theory students participated in the contest. All of them received feedback from TVCC instructors during the writing phase. Each student wrote an original instrumental piece using Finale software. Printed scores were supplied to judges as the students performed live in front of an audience. Each student prepared a formal oral introduction, describing the musical elements of their pieces. A CD was recorded of the performances. The three preliminary judges selected five semi-finalists. David Campo, published composer and faculty member from Stephen F. Austin University, conducted a master class in composition as he heard all of the semi-finalists. After critiquing all compositions in front of the audience, Professor Campo chose and announced the winners.

Students struggled at the beginning of this assignment. As they progresses through the process of writing original music they became excited and eager to write. The students all demonstrated a good understanding of music form and composition as well as music technology. Students, previously unengaged in their learning process, began to be proactive in their studies.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

All students reflected on the experience and provided feedback to their instructors in their classes. After receiving judges' critique sheets and experiencing the masters class, students reported positive outcomes in knowledge gained and enthusiasm towards music writing. They all reported that they had grown academically because of the composition contest. Next year, the department will have students to write a vocal or choral piece with text. Students are already making plans.

Planned Distance Learning Improvement as an Outcome Result

NA

Music Education

Plan Period: FY07

Outcome ID#: 613

Outcome Description

Students will demonstrate an understanding of music from other cultures and ethnicities.

Outcome Strategy

Students, faculty, and guests will observe a lecture and/or performance of music from other cultures and ethnicities during a recital class (MUSI 0005).

Outcome Method

Following the event, all TVCC music theory and music fundamentals students will be assessed using a questionnaire focusing on the specifically featured music. Questionnaires will be collected and distributed to the appropriate instructors of theory or fundamentals. Instructors will be encouraged to devote some class time to discussion of the performance/lecture and to give grades for participation and for the questionnaire.

Outcome Criterion

85% of the music theory and music fundamentals students will get a grade no lower than 75% on the questionnaire.

Strategic Plan Relationship

Music students will recognize, identify, and understand the characteristics of cultural and ethnic music.

Outcome Results

Music majors attended an interactive lecture/concert, Safari Rhythms of West Africa, led by Robert Crutchfield. Students were administered a pre- and post-test that included terms used in the lecture. The pre-test score from the 23 students in attendance had a mean of 17%. As the conclusion of the lecture/concert, scores improved significantly. The score means of the post-test was 99%.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

The music faculty is planning another presentation for the students for the 2007-2008 school academic year. The outcomes were so positive that the faculty would like to continue programs such as this.

Planned Distance Learning Improvement as an Outcome Result

NA

Music Education

Plan Period: FY07

Outcome ID#: 614

Outcome Description

Music Theory students will demonstrate an understanding of music terminology and current issues in music. Students will read and report on outside assignments and supplemental materials on music.

Outcome Strategy

Supplemental readings will be assigned as part of music theory classes. Reading materials will be selected by the instructors and students. Supplemental readings will focus on current issues in music careers, music education, music law, music technology, and other related materials. These items will come from sources such as journals, newspapers, the internet, and other acceptable sources. Students will report briefly to the class on their supplemental reading. The articles will be posted in the classroom after the presentations for all to read.

Outcome Method

Appropriate grades will be given for student presentations as they relate to the criteria set by each instructor.

Outcome Criterion

Music theory students will make class presentations on current issues. Theory tests may include material from student reports. 80% of all music theory students will make an 85% or better on this part of their class grade.

Strategic Plan Relationship

Music theory students will apply reading skills to demonstrate a comprehension of current issues in music. Students will also interpret and evaluate articles for their class.

Outcome Results

MUSI 1311: 100% of students made two brief class presentations on current issues and posted articles on the class bulletin board.

MUSI 1312: 66% of students made two brief class presentations on current issues and posted articles on the class bulletin board.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

MUSI 1311: No changes

MUSI 312: The spring semester was busier than the fall. In order for students to plan better, their presentations will be scheduled with specific due dates next year.

Planned Distance Learning Improvement as an Outcome Result

NA

Music Education

Plan Period: FY08

Outcome ID#: 1209

Outcome Description

MUSI 1306 (Music Appreciation) students will demonstrate a historical and functional knowledge of music by recognizing the similarities and differences between the musical genres of the various artistic periods.

Outcome Strategy

Students will study and compare musical characteristics of the periods through reading, listening, and discussion. Students will then analyze and compare the works and artists of the different genres and periods.

Outcome Method

Students will be given an exit test whereby their aural and academic knowledge of the subject matter will be assessed.

Outcome Criterion

Seventy percent of the students will score 80% or above on the listening and written portions of the exit test.

Strategic Plan Relationship

This outcome will encourage quality instruction and will enhance intellectual artistic, cultural, and personal enrichment. Students in MUSI 1306 will be exposed to and will analyze historical musical compositions which will increase their understanding of artistic achievements from various genres and periods.

Outcome Results

The percentage of successful students ranged from 58% to 87% per class (including a fast-track course); however, only one class failed to reach the goal of attaining a score of 70% or higher on the exit test. Of the others, at least 70% (as many as 87%) scored at least 70% on the exit test, and one instructor reported that 60% of her class scored 90% or higher on the test. Overall, the music appreciation instructors felt they met the goal, but they were dismayed that more students did not score higher on the exit test.

Outcome Distance Learning Results

The one class that scored the lowest was a distance course. Only six students actually took the exit test, and, on average, only 58% of the answers selected were correct. The instructor was upset with the results and is evaluating the reason for the results to determine how to avoid these results in the future.

Planned Improvement as an Outcome Result

One instructor saw great success, and she has shared one of her teaching strategies with the others. The faculty are seeing that sometimes students don't absorb as much information as the instructors perceive is being absorbed. This is actually a positive situation because it prompts the instructors to evaluate their teaching styles and methods. The faculty have agreed to discuss this at greater length and share their perceptions and ideas.

Planned Distance Learning Improvement as an Outcome Result

The distance instructor will be involved in the discussion with the others and will apply what techniques he can to the distance environment.

Music Education

Plan Period: FY08

Outcome ID#: 1255

Outcome Description

Students in MUSI 1311, 1312, 2311, and 2312 (Music Theory I, II, III, and IV) will analyze how the knowledge that they acquired in music theory class, private lessons, and recital class was utilized in the creation of their original compositions.

Outcome Strategy

Music theory students will write an original composition that will be performed in the Athens campus composition contest, held annually in April. Students will receive instruction in their theory and ear-training classes through lectures, observations, and practice assignments. Music department faculty will serve as advisors throughout the process. These compositions will be performed live and critiqued by outside judges. Students will acquire help in score writing through a music technology workshop, written handouts, and practice in theory classes. Cash prizes and award plaques will be awarded to the winners. As the end of this process, students will complete a questionnaire that includes an assessment of the role that theory learning played in the creation of their composition.

Outcome Method

One hundred percent of students enrolled in spring music theory classes will participate in the process of writing, performing, and evaluating the process of the composition contest. All of these students will have their musical scores and performances evaluated by a panel of expert judges, including a chief clinician who is an educator and a published composer. Their evaluations will be completed using a U.I.L.-guided rubric that rates their performances based on the elements of music: pitch, harmony, timbre, and form.

Outcome Criterion

All music theory students enrolled in the spring semester will participate in the process. While only one student will win the competition, all students will benefit from the experience, from composing to performing, and will learn from the comments and suggestions made by the panel of judges.

Strategic Plan Relationship

Students will utilize software programs designed to aid the composer in the creation of a musical piece. This software will help them fashion form, melody, harmony, rhythm, and timbres into musical compositions. Students will study compositions by well-known composers as they learn the art of composition and will be given the opportunity to critique their own compositions and compositions by other composers.

Outcome Results

The 2008 composition contest was held on Saturday, April 19, 2008. All elementary and advanced music theory students participated in the contest by selecting a poem by an American poet, attending a Finale workshop, writing music to text, submitting the musical score that was prepared using Finale software, and performing the original vocal/choral composition before outside judges and a live audience. Each composition was introduced with a prepared musical description by its composer. Some of the students named composers whose literature had influenced their writing style.

Three preliminary judges selected six semi-finalists who performed a second round for the clinician, Dr. Stephen Lias. Dr. Lias critiqued and discussed each composition in the form of a master class. All participants listened and

observed the critique session. Each student received feedback from her/his instructors, the three preliminary judges, who wrote comments on critique sheets and music scores. Dr. Lias selected the first-, second-, and third-place winners who were awarded cash prizes and plaques.

The winners, the judges, the faculty, and special guests attended an awards luncheon where everyone reflected on the process of the contest. The judges were especially complimentary on the students' performances, and they encouraged TVCC to continue to use the composition contest to help students gain musical literacy. On Monday, April 21, music theory students read their judges' critiques and commented in class about the experience. Comments affirmed that the project had increased learning and that the students had transferred their knowledge of reading and analyzing music and ear training to that of writing and creating music.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

At the awards luncheon, both music theory teachers spoke with composer and university professor Lias concerning textbooks and methods in teaching theory. Dr. Lias gave the pros and cons of current music theory textbooks. He made recommendations, and the TVCC instructors are investigating and discussing options of other texts that may help the flow of the curriculum through the four semesters.

The components of good music writing for vocal music was discussed by the judges, the clinician, instructors, and the students. A good melodic line, defined phrases and form, placement of emphasized syllables on appropriate beats, use of music sequencing, choice of instruments with vocalists, agreement of the melody notes with the harmonic structure, and the use of extended harmony were the components for critiques and group discussions. Because of the extensive number of entrants (22), the many opportunities to discuss and hear commentary on music writing, and the lack of time to devote to the contest itself, the survey was not administered. However, it was apparent that the contest positively influenced learning outcomes and student engagement. Music theory students commented that they were looking forward to doing it again next year, and one judge who was familiar with our former students commented on how much improvement he saw in the students' performances. Other topics that came out of discussions between faculty were a) class topics relative to composition, and b) analysis of class time for students to apply their learning outcomes through the use of composition. The outcome of the discussions will determine the appropriate distribution of class time devoted to music technology, composition, and traditional study methods. Faculty will re-evaluate how writing music relates to reading, analyzing, sight singing and sight reading, and performance.

Planned Distance Learning Improvement as an Outcome Result

NA

Music Education

Plan Period: FY08

Outcome ID#: 1256

Outcome Description

Music majors will demonstrate an understanding of etiquette appropriate for performers and audiences while effectively performing an appropriate musical selection for their skill level.

Outcome Strategy

In addition to improving their musical talent and skill, all music majors will attend workshops on stage protocol and audience etiquette. The workshops will use the resources of the TVCC faculty, guest speaker(s), and written handouts to improve student performance. The demonstrations, lectures, and presentations will enable student performers to participate at recitals in a proper, professional manner. Student performers will demonstrate the qualities of an experienced performer in their entrance, stage appearance, acknowledgement of their accompanist, bowing, and exit as they perform musical selections that highlight their expanding talent and skills.

Outcome Method

All students who are music majors in private applied lessons will be required to perform twice each semester for a recital. All recitals are taped and are available for visual critiques at individual private lessons. Instructors will evaluate their students on correct musical interpretation and stage presentation. The faculty will critique each student during a music jury evaluation by rating each student's technique, difficulty of piece performed, and the musical interpretation, along with the student's behavior during the performance.

Outcome Criterion

Students will be rated with an A, B, C, or F on their performance; their grades from the music jury are computed by averaging the sum of grades from each faculty critique. Ninety percent of students will make at least a C on their music juries. Written critiques by each faculty member at the music jury will enable students to improve and to be ready for the audition process in order to transfer to a university music program.

Strategic Plan Relationship

Music majors study great musicians and composers in order to learn how to be successful musicians and performers.

Outcome Results

The music department coordinator developed a schedule of recital class attendance requirements for all music majors. The fall agenda began with an introductory meeting where the recital class syllabus was distributed and explained. All students were given orientation of their expected performances and listening assignments. Subsequent meetings involved presentations by all the full-time faculty and two adjunct instructors. Topics addressed included problems for the singer, the instrumentalists, pianists, accompanists, appropriate dress, performance etiquette, performance anxiety, musician health, and the audience. Handouts were distributed by presenters. Every music major is scheduled to perform twice each semester in front of a live audience, including students, faculty, peers, administrators, and guests.

Each student performer was coached by the instructors, and the performance was considered as part of the private lesson grade. At the end of the semester, all music majors were required to perform in front of a faculty jury as a proficiency exam. The faculty rated each student with a grade of A, B, C, or F. The grades reflected excellent performances by the TVCC students. Techniques, level of piece performed, and artistic performance

skills were taken into consideration when assigning a grade. The grade distribution is as follows: A=12 (41.4%)
B=11 (37.9%) C=5 (17.2%) F=1 (3.5%)

More than 90% of students earned a C or above.

Students voted on the most outstanding performers of the year, and award plaques were given at an awards ceremony. Awards include Most Outstanding Freshman Performer, Most Outstanding Sophomore Performer, and Most Outstanding Performer Overall.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

The music faculty agreed that the level of performance has improved this year, However, the faculty are in the process of revamping the requirements for singers at juries. Vocal juries have not been as stringent as that of the instrumentalists. Any changes will be reflected in the Fall 2008 syllabi for vocal music courses.

Planned Distance Learning Improvement as an Outcome Result

NA

Music Education

Plan Period: FY08

Outcome ID#: 1257

Outcome Description

Students in MUSI 1311, 1312, 2311, and 2312 (Music Theory I, II, III, and IV) will demonstrate an understanding of music terminology and current issues in music. Students will read about and report on music issues.

Outcome Strategy

Supplemental readings will be assigned as part of music theory classes. Reading materials will be selected by the instructors and students. Supplemental readings will focus on current issues in music careers, music education, music law, music technology, and other related issues. Information may come from journals, newspapers, the Internet, and other acceptable sources. Students will summarize each article in a written report and present their findings to the class in an oral presentation. After the oral presentations, the articles will be posted in the classroom for all to read.

Outcome Method

Grades will be given for each student presentation as it relates to the terminology appropriate for each level of Music Theory class. Terminology is found in the music theory textbooks and music dictionaries and is used extensively in the supplemental readings assigned to students.

Outcome Criterion

Music theory students will make class presentations using terminology as it relates to the subject matter, which generally focuses on a current issue in the world of music. A form must be completed by students with specific criteria for them to follow when selecting an appropriate reading assignment. Additionally, theory tests may include material from student reports. Eighty percent of all music theory students will rate an 85% or better on this part of their course average.

Strategic Plan Relationship

As stated above, students will be required to read various types of articles outside of class and present their findings in written and oral reports. Students must use the skills of comprehending, analyzing, interpreting and evaluating the information in the articles in order to effectively summarize the article's content.

Outcome Results

Of the 21 music theory students who completed the course, 17 successfully read and presented two reports on current issues in music. Four elementary theory students presented only one article, and one did not present any articles.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Instructors discussed how to motivate students to follow through with this assignment. It was decided that the point system used to award points to this assignment would be altered somewhat and that instructors would push the assignment earlier in the semester.

Planned Distance Learning Improvement as an Outcome Result

NA

Music Education

Plan Period: FY09

Outcome ID#: 5781

Outcome Description

Students in MUSI 2116 (Advanced Ear Training I) will demonstrate mastery of each topic below by hearing and identifying, singing, and writing.

Rhythm: Read and perform rhythmic patterns in all simple and compound meters

Melody:

Sing chromatic scales

Identify and sing ascending and descending intervals from the chromatic scale

Sing melodies containing chromatic pitches

Sing melodies in compound meters

Sing melodies written in movable-C clefs

Harmony:

Hear, identify, and sing all types of 7th chords (Major-major, Major-minor, Augmented-major, minor-minor, minor-Major, diminished-minor, diminished -diminished)

Write from dictated chord progressions that contain diatonic 7th chords

Write from dictation chord progressions that contain secondary 7th chords

Write from dictation chord progressions that contain modulations

Outcome Strategy

Students will be involved in a variety of activities, both in class and out, designed to create understanding and provide supervised and individual practice of the skills listed above.

Outcome Method

Major tests and the final exam will be structured in sections, each designed to assess a single skill from the above list. Individual sections will be scored separately before assigning a cumulative total.

Outcome Criterion

Seventy percent of students will score 70% or above in the appropriate assessment settings.

Strategic Plan Relationship

Focused listening skills, facility in analyzing what is heard and read, and short-term memory skills are essential to success in MUSI 2116. The skills are also invaluable in a host of other settings: academic, professional, and personal.

Outcome Results

There was great success in this class; 100% of the students enrolled in MUSI 2116 accomplished the goal of mastering each skill assessed, earning 70% or more in each section.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

No changes are warranted at this time.

Planned Distance Learning Improvement as an Outcome Result

NA

Music Education

Plan Period: FY09

Outcome ID#: 5782

Outcome Description

Students in MUSI 2117 (Advanced Ear Training II) will demonstrate mastery of each topic by hearing and identifying, singing, and writing.

Rhythm:

Read and perform syncopated rhythmic patterns
Read and perform rhythms in mixed meters
Write from dictation syncopated rhythm patterns
Write from dictation rhythms in mixed meters

Melody:

Sing modal, pentatonic, and whole-tone scales
Sing melodies based on modal scales
Sing melodies based on pentatonic and whole-tone scales
Sing melodies containing syncopated rhythms
Sing melodies in mixed meters
Write from dictation melodies containing syncopated rhythms
Write from dictation melodies based on modal and pentatonic scales

Harmony:

Write from dictation chord progressions that contain mode mixture chords and the Neapolitan 6th
Write from dictation chord progressions that contain augmented 6th chords
Write from dictation chord progressions that contain modulation

Outcome Strategy

Students will be involved in a variety of activities, both in-class and out, that are designed to create understanding and provide supervised and individual practice in the skills listed above.

Outcome Method

Major tests and the final exam will be structured in sections, each designed to assess a single skill from the above list. Individual sections will be scored separately before assigning a cumulative total.

Outcome Criterion

Seventy percent of students will score 70% or above in the appropriate assessment settings.

Strategic Plan Relationship

Focused listening skills, facility in analyzing what is heard and read, and short-term memory skills are essential to success in MUSI 2217. These skills are also invaluable in a host of other settings: academic, professional, and personal.

Outcome Results

Students in MUSI 2117 were highly successful; 100% of them earned 70% or more on each of the skill assessments.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

No changes are warranted at this time.

Planned Distance Learning Improvement as an Outcome Result

NA

Music Education

Plan Period: FY09

Outcome ID#: 5791

Outcome Description

Students in MUSI 1306 (Music Appreciation) will demonstrate a historical and functional knowledge of music by recognizing the similarities and differences between the musical genres of the various artistic periods.

Outcome Strategy

Students will study and compare musical characteristics of the periods through reading, listening, and discussion. Students will then analyze and compare the works and artists of the different genres and periods.

Outcome Method

Students will be given an exit test whereby their aural and academic knowledge of the subject matter will be assessed.

Outcome Criterion

Seventy percent of the students will score 80% or above on the listening and written portions of the exit test.

Strategic Plan Relationship

This course exposes students to the artistic culture and will enhance their intellectual knowledge of this culture. Students will be exposed to and will analyze historical musical compositions which will increase their understanding of artistic achievements from various genres and time periods.

Outcome Results

Eighty-two percent of students in MUSI 1306 scored at least 75% on the written portion of the exit test, which exceeds the goal. Only 66% scored at least 75% on the listening portion of the test.

Outcome Distance Learning Results

Eighty percent of students scored at least 75% on the written portion of the exit test. Only 58% scored at least 75% on the listening portion, but only 20% of the distance students were given the listening portion. Apparently there was a misunderstanding about this portion of the exit test, but the miscommunication has been clarified.

Planned Improvement as an Outcome Result

The listening portion of the exit test is more difficult; therefore, music instructors will spend a bit more time helping students hear the subtle differences in the various musical genres and eras.

Planned Distance Learning Improvement as an Outcome Result

In addition to the changes mentioned above, the distance students will all be given the listening portion of the exit test.

Music Education

Plan Period: FY09

Outcome ID#: 5792

Outcome Description

Students in MUSI 1311, 1312, 2311, and 2312 (Music Theory I, II, III, and IV) will demonstrate an understanding of music terminology and current issues in music. Students will read about and report on music issues.

Outcome Strategy

Supplemental readings will be assigned as part of music theory classes. Reading materials will be selected by the instructors and students. Supplemental readings will focus on current issues in music careers, music education, music law, music technology, and other related issues. Information may come from journals, newspapers, the Internet, and other acceptable sources. Students will summarize each article in a written report and present their findings to the class in an oral presentation. After the oral presentations, the articles will be posted in the classroom for all to read.

Outcome Method

Appropriate grades will be given for each student presentation as it relates to the criteria set by each instructor. The absence of a report/presentation and/or the poor quality of a report/presentation will negatively affect the student's course grade.

Instructors will present students with a list of criteria for selecting and assessing articles for their appropriateness and validity.

Outcome Criterion

Eighty percent of all music theory students will rate an 85% or better on this part of their course average.

Strategic Plan Relationship

As stated above, students will be required to read various types of articles outside of class and present their findings in written and oral reports. Students must use the skills of comprehending, analyzing, interpreting, and evaluating the information in the articles in order to effectively summarize the article's content.

Outcome Results

Ninety-one percent of students in Music Theory scored at least 85% on their presentations. This far exceeds the goal.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

No changes are warranted at this time.

Planned Distance Learning Improvement as an Outcome Result

NA

Music Education

Plan Period: FY09

Outcome ID#: 5873

Outcome Description

Students in MUSI 1116 and 1117 (Elementary Ear Training/Sight-reading I and II) will demonstrate sight singing proficiency using solfeggio with accuracy of pitches and rhythms.

Outcome Strategy

Students will participate in exercises and drills from the textbook, Auralia software, and supplementary sources that enforce a step-by-step progression of solfege applications, pitches, intervals, and rhythmic patterns. The student will demonstrate an understanding of musical concepts by performing music they see and writing music that they hear. Classroom participation and outside assignments are designed for students to transfer the concepts of music theory to practical applications of music performance. True music literacy will be demonstrated by the music reading and writing skills of this course.

Outcome Method

Students will receive immediate feedback on the accuracy of their exercises and drills as they are practiced in class. Additionally, practice exercises using Auralia software will provide immediate feedback on student answers. Supplementary assignments, using interactive internet sites, will be suggested for students to use as needed. The TVCC Fine Arts lab will be open for student practice in the evenings. Quizzes will be given by the instructor. Several sight singing tests will be audio-recorded as they are sung by each student individually. At the conclusion of each test, grades and critiques will be given in writing to each student. Specific suggestions will be listed with the critiques. A benchmark exam that covers comprehensive concepts will be administered with the final exam. The singing part of the exam will be audio-recorded.

Outcome Criterion

Seventy percent of the students will make a grade of at least 70 percent on the comprehensive final exam in both sight singing and ear training. The sight singing exam will include solfege, scale singing, a prepared part-singing, and sight-reading. The grading criteria will be based on the accuracy of pitches, solfege syllables, and rhythms. The ear training part of the exam will include dictation of melody, rhythms, and harmony.

Strategic Plan Relationship

Students will improve reading skills, in the discipline of music, as they work to comprehend, analyze, interpret, and evaluate printed materials. Music reading skills also focus on what is heard. Also, students will utilize computer software to access information and improve their understanding of the course material through practical application exercises.

Outcome Results

One hundred percent of students in MUSI 1116/MUSI 1117 scored at least 70% on the comprehensive final exam. this far exceeded the goal.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

No changes are warranted at this time.

Planned Distance Learning Improvement as an Outcome Result

NA

Music Education

Plan Period: FY10

Outcome ID#: 6130

Outcome Description

Students in MUSI 1306 (Music Appreciation) will demonstrate a historical and functional knowledge of music by recognizing the similarities and differences between the musical genres of the various artistic periods.

Outcome Strategy

Students will study and compare musical characteristics of the periods through reading, listening, and discussion. Students will then analyze and compare the works and artists of the different genres and periods.

Outcome Method

Students will be given an exit test whereby their aural and academic knowledge of the subject matter will be assessed.

Outcome Criterion

Seventy percent of the students will score 70% or above on both the listening and written portions of the exit test.

Strategic Plan Relationship

This course exposes students to the artistic culture and will enhance their intellectual knowledge of this culture. Students will be exposed to and will analyze historical musical compositions which will increase their understanding of artistic achievements from various genres and periods.

Outcome Results

Overall, students in MUSI 1306 were successful. On average, 91% of students scored at least 70% of the rubric points on the written portion of the assessment; 83% scored at least 70% of the rubric points on the listening portion of the assessment.

Outcome Distance Learning Results

On average, 83% of students scored at least 70% of the rubric points on the written portion of the assessment; 71% scored at least 70% of the rubric points on the listening portion of the assessment.

Planned Improvement as an Outcome Result

Instructors felt that they needed to emphasize to students the importance of completing the listening assignments outside of class so as to enhance what is heard and discussed in class.

Planned Distance Learning Improvement as an Outcome Result

Instructors will emphasize to students the importance of completing the listening assignments so as to enhance what is referred to and discussed in the chapter instruction.

Music Education

Plan Period: FY10

Outcome ID#: 6131

Outcome Description

Students in MUSI 2116 (Advanced Ear Training I) will demonstrate mastery of each topic below by hearing and identifying, singing, and writing.

Rhythm:

-Read and perform rhythmic patterns in all simple and compound meters

Melody:

-Sing chromatic scales

-Identify and sing ascending and descending intervals from the chromatic scale

-Sing melodies in compound meters

-Sing melodies written in movable-C clefs

Harmony:

-Hear identify, and sing all types of 7th chords (Major-Major, Major-minor, Augmented-Major, Augmented-minor, minor-minor, minor-Major, diminished-minor, and diminished-diminished)

-Write from dictation chord progressions that contain diatonic 7th chords

-Write from dictation chord progressions that contain secondary 7th chords

-Write from dictation chord progressions that contain modulations

Outcome Strategy

Students will be involved in a variety of activities, both in class and out, designed to create understanding and provide supervised and individual practice in the skills listed above.

Outcome Method

Major tests and the final exam will be structured in sections, each designed to assess a single skill from the above list. Individual sections will be scored separately before assigning a cumulative total.

Outcome Criterion

Seventy percent of students will score 70% or above on each assessment as described above.

Strategic Plan Relationship

Musically trained students have a deeper understanding of and appreciation of artistic achievements in the performing arts because of their knowledge of music theory and their skill in listening, identifying, singing, and writing rhythms, melodies, and harmonies.

Outcome Results

Students in MUSI 2116 were successful in mastering each topic covered in this course. Eighty-nine percent (8 of 9 students) scored at least 70% or higher on each assessment.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

No significant changes are specified at this time.

Planned Distance Learning Improvement as an Outcome Result

NA

Music Education

Plan Period: FY10

Outcome ID#: 6132

Outcome Description

Students in MUSI 2117 (Advanced Ear Training II) will demonstrate mastery of each topic below by hearing and identifying, singing, and writing.

Rhythm:

- Read and perform syncopated rhythmic patterns
- Read and perform rhythms in mixed meters
- Write from dictation syncopated rhythms in mixed meters

Melody:

- Sing modal, pentatonic, and whole-tone scales
- Sing melodies based on modal scales
- Sing melodies based on pentatonic and whole-tone scales
- Sing melodies containing syncopated rhythms
- Write from dictation melodies containing syncopated rhythms
- Write from dictation melodies based on modal and pentatonic scales

Harmony

- Write from dictation chord progressions that contain mode mixture chords and the Neapolitan 6th
- Write dictation chord progressions that contain augmented 6th chords
- Write from dictation chord progressions that contain modulations

Outcome Strategy

Students will be involved in a variety of activities, both in class and out, designed to create understanding and provide supervised and individual practice in the skills listed above.

Outcome Method

Major tests and the final exam will be structured in sections, each designed to assess a single skill from the above list. Individual sections will be scored separately before assigning a cumulative total.

Outcome Criterion

Seventy percent of students will score 70% or above on each assessment as described above.

Strategic Plan Relationship

Musically trained students have a deeper understanding of and appreciation of artistic achievements in the performing arts because of their knowledge of music theory and their skill in listening, identifying, singing, and writing rhythms, melodies, and harmonies.

Outcome Results

Students in MUSI 2117 were very successful, as 100% of them scored 70% or higher in all areas of the assessment.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

No significant changes are specified at this time.

Planned Distance Learning Improvement as an Outcome Result

NA

Music Education

Plan Period: FY10

Outcome ID#: 6133

Outcome Description

Students in MUSI 1116 (Elementary Ear Training I) will demonstrate mastery of the following aural, visual, performing, and writing skills:

Aural:

- Identify simple and compound meters
- Identify major, minor, and perfect intervals
- Identify major and minor triads
- Identify scales and scale segments in melodies

Visual:

- identify simple and compound meters
- Identify major, minor, and perfect intervals
- Identify scales and scale segments in melodies

Performing/sight-singing:

- Perform basic rhythms in simple and compound meters
- Sing major scales and cadences using solfege
- Sing scale-wise melodies using solfege
- Sing melodies containing larger intervals, using solfege

Writing from dictation

- Write basic rhythms in simple meters
- Write scale-wise melodies
- Write melodies containing larger intervals
- Write chord progressions containing major and minor triads

Outcome Strategy

Students will be involved in a variety of activities, both in class and out, designed to create understanding and provide supervised and individual practice in the skills listed above. They will participate in exercises and drills from the textbook, teacher-designed activities, Auralia software, and supplementary sources intended to develop these skills.

Outcome Method

Informal classroom assessments, with immediate feedback to students, will be conducted during most class meetings. Practice exercises using Auralia software will also provide immediate feedback for student responses. Major tests and the final exam will include both written and sung (tape-recorded) sections, each designed to assess a skill from the above list. Individual sections will be scored separately before assigning a cumulative total.

Outcome Criterion

Seventy percent of students will score 70% or above on each assessment as described above.

Strategic Plan Relationship

Musically trained students have a deeper understanding of and appreciation of artistic achievements in the performing arts because of their knowledge of music theory and their skill in listening, identifying, singing, and writing rhythms, melodies, and harmonies.

Outcome Results

Students in MUSI 1116 demonstrated mastery with their skills in that 100% of them scored at least 70% on every assessment.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

No significant changes are specified at this time.

Planned Distance Learning Improvement as an Outcome Result

NA

Music Education

Plan Period: FY10

Outcome ID#: 6134

Outcome Description

Students in MUSI 1117 (Elementary Ear Training II) will demonstrate mastery of the following aural, visual, performing, and writing skills:

Aural:

- Identify simple and compound meters
- Identify major, minor, and perfect intervals
- Identify major, minor, diminished, and augmented triads
- Identify perfect authentic, imperfect authentic, half, and plagal cadences

Visual:

- identify simple and compound meters
- Identify intervals from the tonic triad in melodies
- Identify scales and scale segments in melodies

Performing/sight-singing:

- Perform basic rhythms in simple and compound meters
- Sing major scales and cadences using solfege
- Sing natural, harmonic, and melodic minor scales using solfege
- Sing melodies containing intervals from the tonic and/or dominant triads using solfege

Writing from dictation

- Write basic rhythms in simple and compound meters
- Write scale-wise melodies
- Write chord progressions containing intervals from the tonic and/or dominant triads
- Write chord progressions containing major, minor, diminished, and augmented triads

Outcome Strategy

Students will be involved in a variety of activities, both in class and out, designed to create understanding and provide supervised and individual practice in the skills listed above. They will participate in exercises and drills from the textbook, teacher-designed activities, Auralia software, and supplementary sources intended to develop these skills.

Outcome Method

Informal classroom assessments, with immediate feedback to students, will be conducted during most class meetings. Practice exercises using Auralia software will also provide immediate feedback for student responses. Major tests and the final exam will include both written and sung (tape-recorded) sections, each designed to assess a skill from the above list. Individual sections will be scored separately before assigning a cumulative total.

Outcome Criterion

Seventy percent of students will score 70% or above on each assessment as described above.

Strategic Plan Relationship

Musically trained students have a deeper understanding of and appreciation of artistic achievements in the performing arts because of their knowledge of music theory and their skill in listening, identifying, singing, and

writing rhythms, melodies, and harmonies.

Outcome Results

Students in MUSI 1117 demonstrated mastery in that 100% of them scored at least 70% in all areas of assessment.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

No significant changes are specified at this time.

Planned Distance Learning Improvement as an Outcome Result

NA

Music Education

Plan Period: FY10

Outcome ID#: 6135

Outcome Description

Students in MUSI 1311, 1312, 2311, and 2312 (Music Theory I, II, III, and IV) will demonstrate an understanding of music terminology and current issues in music. Students will read about and report on music issues.

Outcome Strategy

Supplemental readings will be assigned as part of music theory classes. Reading materials may be selected by instructors and/or students and may come from print or online media. A minimum of two articles will be required each semester; readings will focus on current issues in music careers, music education, music law, music technology, and related areas. Students will summarize each article in a written outline and present their findings to the class in an oral report.

Outcome Method

The instructor will present students with a list of criteria for assessing, selecting, and presenting appropriate articles. A grade will be given for each student presentation, based on the criteria specified by the instructor. The average of these grades will form 10% of the student's course grade.

Outcome Criterion

Eighty percent of music theory students who complete the course will rate an 85% or better on this part of their course average.

Strategic Plan Relationship

As stated above, students will be required to read various types of articles outside class and present written and oral reports on their findings. They will employ comprehension, analysis, interpretation, and evaluation skills in this process.

Outcome Results

Students in the Music Theory classes were successful in that 16 of 18 (89%) of Theory I and III students in the fall semester and 14 of 15 (93%) of Theory II and IV students in the spring scored at least 85% on the assessment.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

No significant changes are specified at this time.

Planned Distance Learning Improvement as an Outcome Result

NA

Music Education

Plan Period: FY11

Outcome ID#: 6315

Outcome Description

Students who complete MUSI 1306 Music Appreciation will demonstrate a historical and functional knowledge of music by recognizing the similarities and differences between the musical genres of the various artistic periods.

Outcome Strategy

Students will study and compare musical characteristics of the periods through reading, listening, and discussion. Students will then analyze and compare the works and artists of the different genres and periods.

Outcome Method

Students will be given an exit test whereby their aural and academic knowledge of the subject matter will be assessed.

Outcome Criterion

Seventy percent of the students will score 70% or above on both the listening and written portions of the exit test.

Strategic Plan Relationship

This course exposes students to the artistic culture and will enhance their intellectual knowledge of this culture. Students will be exposed to and will analyze historical musical compositions which will increase their understanding of artistic achievements from various genres and periods.

Outcome Results

Students who completed MUSI 1301 generally demonstrated a historical and functional knowledge of music by recognizing the similarities and differences between the musical genres of the various artistic periods on the written portion, as 88% scored above 70% on the exit test. Overall, only 56% of students scored above 70% on the listening portion of the exit test.

Outcome Distance Learning Results

Students who completed MUSI 1301 on-line generally demonstrated a historical and functional knowledge of music by recognizing the similarities and differences between the musical genres of the various artistic periods. Overall, 71% of students scored above 70% on the listening portion and 92% scored above 70% on the written portion of the exit test.

Planned Improvement as an Outcome Result

The music instructors continue to consider ways to improve the listening results. Students don't seem to want to take the time to listen to the listening CD/website; therefore, their scores on this portion of the test are lower. They are working on some assignments or exercises to employ that might boost listening time and comprehension of the aural material.

Planned Distance Learning Improvement as an Outcome Result

The music instructors continue to consider ways to improve the listening results. Students don't seem to want to

take the time to listen to the listening CD/website; therefore, their scores on this portion of the test are lower. They are working on some assignments or exercises to employ that might boost listening time and comprehension of the aural material.

Music Education

Plan Period: FY11

Outcome ID#: 6353

Outcome Description

Students who complete MUSI 1307 Music Literature I will be able to aurally identify music from the various musical periods. They will learn to distinguish between musical forms and understand the changes of those forms that occurred over time. They will have an understanding of the societal and artistic trends that resulted in stylistic changes between the various musical periods. The students will become familiar with composers of various periods and their output and influence on their own eras and the eras that followed.

Outcome Strategy

Through lectures, written and listening assignments, and group analyses of music, students will gain information about artistic trends, stylistic changes, and the influences on each musical era and will be able to aurally distinguish between artistic trends and stylistic changes throughout musical eras.

Outcome Method

Periodic tests, including listening tests, in-class assignments and a written term paper will allow students to express their understanding of the factual and aural differences distinguishing artistic trends and stylistic changes through the musical eras.

Outcome Criterion

Eighty percent of students who complete the course will have a cumulative score of 80 or above on all aural and written assignments.

Strategic Plan Relationship

Students will be exposed to musical styles and trends throughout the ages.

Outcome Results

Students who completed MUSI 1307, overall, revealed an adequate understanding and retention of musical material, as demonstrated on their cumulative scores on written and aural tests. Eighty-six percent of students scored an overall average of 80% or above on their assessments.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

No significant changes are being considered at this time.

Planned Distance Learning Improvement as an Outcome Result

NA

Philosophy Education

Plan Period: FY06

Outcome ID#: 376

Outcome Description

Students will be able to demonstrate an understanding of the history and development of major world religions.

Outcome Strategy

Class discussions, lectures, and outside readings will be used to demonstrate to students the origins and development of major world religions. Participation in international student activities will be utilized to expose students to people with different religions.

Outcome Method

Multiple choice pre and post tests will be administered to gauge students understanding of the origins of major world religions. Increases of twenty percent correct responses on the post-test will constitute satisfactory completion of the desired outcome.

Students will also demonstrate an understanding of the origins and development of world religions by scoring at least 70% on unit essay questions over specific chapter objectives

Outcome Criterion

All students will increase their understanding of the origins and development of world religions by a minimum of twenty percent on a multiple choice post-test.

Strategic Plan Relationship

This outcome directly relates to students ability to critically think, as understanding the origins and development of world religions challenges many assumptions about man's approaches to religion. This outcome also relates to Reading Comprehension and Written Communication, as they are required to successfully pursue the critical reading of religion texts and for demonstrations on essay tests that they can apply this knowledge.

Class discussions will require students to organize their thinking rationally and logically so that they may demonstrate publicly knowledge of the origins and development of world religions.

Outcome Results

A 70% overall success rate. Did not do well on essay questions-extensive amount of material and terms.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

All multiple choice questions-watching films on major religion and giving a quiz after each film (ten films)-adding a glossary exam for extra credit. Improve class participation and discussion by giving a participation grade. Going from 3-5 tests.

Planned Distance Learning Improvement as an Outcome Result

NA

Philosophy Education

Plan Period: FY06

Outcome ID#: 615

Outcome Description

Students will know the history of Judaism during the Old Testament period as seen from the perspective of all of the Old Testament writers. This course is a general introduction to the material commonly known as the "Old Testament.

Outcome Strategy

Class discussions, lectures, and reading of selected portions of the Old Testament will be used to help the students to understand the history of Judaism during the Old Testament period as seen from the perspective of all of the Old Testament writers.

Outcome Method

The students will be given weekly quizzes and three major exams plus a reading Assignment grade. The quizzes will include questions about any material presented in class, and the assigned reading.

Outcome Criterion

75% of the students will maintain a 70 or above average on the quizzes, exams, and for the course.

Strategic Plan Relationship

This outcome directly relates to students ability to critically think, as understanding the origin and development of Judaism may challenge some assumptions from growing up in one particular or no Religious tradition. This outcome also relates to Reading Comprehension because they will be asked to read, discuss, and answer questions about the Old Testament. Written communication will be assed by the various tests.

Outcome Results

My objectives for student learning were achieved because at least 75% of my students maintained a 70 or above average.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

I plan to add a few documentary type videos to help teach the different views of modern Christendom on various subjects discussed in class.

Planned Distance Learning Improvement as an Outcome Result

NA

Philosophy Education

Plan Period: FY06

Outcome ID#: 616

Outcome Description

Students will be able to know the history of Christianity during the New Testament period as seen from the perspective of all the New Testament writers. This course is a general introduction to the New Testament.

Outcome Strategy

Class discussions, lectures, and reading the New Testament will be used to help the students to understand the history of Christianity from the perspective of the New Testament writers.

Outcome Method

The students will be given weekly quizzes and three major exams plus a reading Assignment grade. The quizzes will include questions about any material presented in class, and the assigned reading.

Outcome Criterion

75% of the students will maintain a 70 or above average on the quizzes, exams, and for the course.

Strategic Plan Relationship

This outcome directly relates to students ability to critically think, as understanding the origin and development of Christianity may challenge some assumptions from growing up in one or no Christian tradition. This outcome also relates to Reading Comprehension because they will be asked to read, discuss, and answer questions about the New Testament. Written communication will be assed by the various tests.

Outcome Results

My objectives for student learning were achieved because at least 75% of my students maintained a 70 or above average.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

I plan to add a few documentary type videos to help teach the different modern Jewish views on various subjects discussed in class.

Planned Distance Learning Improvement as an Outcome Result

NA

Philosophy Education

Plan Period: FY07

Outcome ID#: 577

Outcome Description

Upon completion of Phil 1304, World Religions, students will have knowledge and understanding of major features of a selection of world religions in terms of their historical development, diversity of beliefs, religious practices, and social impact.

Outcome Strategy

Class discussion, lectures, films, guest speakers, utilization of international students as speakers about their religion when appropriate.

Outcome Method

Using a standard scoring rubric of 4 performance levels, student discussions of world religions will demonstrate knowledge of religious development, diversity of beliefs, religious practices and the social impact of religion. Seventy percent of students will demonstrate a performance level of 3.

Outcome Criterion

Seventy percent of students will demonstrate a performance level of 3.

Strategic Plan Relationship

This outcome directly relates to students' Critical Thinking skills, as understanding the origins, development and impact of world religions challenges many assumptions of man concerning religion. This outcome also relates to Reading Comprehension as students are required to critically read their religion texts in order to demonstrate mastery during classroom discussions. Class discussions will require students to organize their thinking rationally and logically so that they may demonstrate publicly knowledge of the origins and development of world religions.

Outcome Results

Unfortunately, the lead adjunct for philosophy was reassigned by his church and not available to complete the assessment. LEAPS will be reworked for FY08.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

NA

Planned Distance Learning Improvement as an Outcome Result

NA

Philosophy Education

Plan Period: FY07

Outcome ID#: 735

Outcome Description

Upon completion of Phil 1316, Survey of the Old Testament, students will have knowledge and understanding of the history of Judaism from the perspective of the Old Testament writers and the impact of the Old Testament on western culture.

Outcome Strategy

Class discussions, lectures, documentaries, and reading of selected portions of the Old Testament will be used to help the students to understand the history of Judaism during the Old Testament period from the perspective of the Old Testament writers and how the Old Testament has affected western culture.

Outcome Method

Using a standard scoring rubric of 4 performance levels, student discussions of the Old Testament will demonstrate knowledge of the history of Judaism and the impact the Old Testament has had on western culture. Seventy percent of students will demonstrate a performance level of 3.

Outcome Criterion

Seventy percent of students will demonstrate a performance level of 3.

Strategic Plan Relationship

This outcome directly relates to students ability to critically think, as understanding the origin and development of Christianity from its Old Testament/Judaic history may challenge student assumptions about the development of Christianity.

Outcome Results

Unfortunately, the lead adjunct for philosophy was reassigned by his church and not available to complete the assessment. LEAPS will be reworked for FY08.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

NA

Planned Distance Learning Improvement as an Outcome Result

NA

Philosophy Education

Plan Period: FY07

Outcome ID#: 736

Outcome Description

Upon completion of Phil 1317, Survey of the New Testament, students will have knowledge and understanding of the history of Christianity during the New Testament period as seen from the perspective of the New Testament writers.

Outcome Strategy

Class discussions, lectures, documentaries, and reading of selected portions of the New Testament will be used to help the students to understand the history and development of Christianity during the New Testament period from the perspective of the New Testament writers and how the New Testament has affected western culture.

Outcome Method

Using a standard scoring rubric of 4 performance levels, student discussions of the New Testament will demonstrate knowledge of the history and development of Christianity and the impact the New Testament has had on western culture. Seventy percent of students will demonstrate a performance level of 3.

Outcome Criterion

Seventy percent of students will demonstrate a performance level of 3.

Strategic Plan Relationship

This outcome directly relates to students' Critical Thinking and Reading Comprehension skills. In order to understand the origins, development and impact of Christianity, student assumptions concerning the history and development of Christianity may be challenged. These challenges must be defended based on students' reading, discussion, and analysis of the ideas contained in the New Testament. Class discussions will require students to organize their thinking rationally and logically so that they may demonstrate publicly knowledge of the origins and development of Christianity.

Outcome Results

Unfortunately, the lead adjunct for philosophy was reassigned by his church and not available to complete the assessment. LEAPS will be reworked for FY08.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

NA

Planned Distance Learning Improvement as an Outcome Result

NA

Philosophy Education

Plan Period: FY08

Outcome ID#: 5556

Outcome Description

Upon completion of Philosophy 1317, New Testament Survey, students will have knowledge and understanding of the history of Christianity during the New Testament period.

Outcome Strategy

Class discussions, lectures, documentaries, and the New Testament will be used to help students to understand the history of Christianity during the New Testament period.

Outcome Method

Each student taking Philosophy 1317 will take exams in which 10 questions are embedded in the tests about the history and major beliefs of Christianity.

Outcome Criterion

Seventy percent of students will demonstrate 70% mastery of the items about the history and major beliefs of Christianity.

Strategic Plan Relationship

The students will be able to demonstrate their critical thinking skills and show their knowledge of understanding and appreciating cultural diversity in the New Testament period of Christianity.

Outcome Results

Both adjunct professors participated and combined they achieved their outcome overwhelmingly. 82% of the students correctly answered 70% or more of the embedded questions correctly.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Current methods seem to be working. This outcome will be repeated to see if the methods are reliable over a longer period of time.

Planned Distance Learning Improvement as an Outcome Result

NA

Philosophy Education

Plan Period: FY08

Outcome ID#: 5558

Outcome Description

Upon completion of PHIL 1304, World Religions, students will have knowledge and understanding of major features of a selection of world religions in terms of their historical development and religious practices.

Outcome Strategy

Class discussions, lectures, films, and guest speakers about their religion when possible.

Outcome Method

All students in Philosophy 1304 will be given 2 tests which will have 10 questions embedded in them that will measure their knowledge of historical development and religious practices.

Outcome Criterion

Seventy percent of students will demonstrate 70% mastery of the items in the areas of historical development and religious practice.

Strategic Plan Relationship

This outcome shows the students' ability to engage in critical thinking and their ability to improve their understanding of how social systems affect culture.

Outcome Results

This outcome did not achieve the stated objective. Only 58% of the students answered 70% of the embedded questions correctly over the two tests given. This could be due to the fact that religions other than the one that students are currently practicing were included and were therefore more difficult for them.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

More group discussion will be included in the classes. Groups will discuss with each other prospective questions and give their interpretation of the definition of the term or concept. This objective will be repeated in order to try and achieve the stated goal.

Planned Distance Learning Improvement as an Outcome Result

NA

Philosophy Education

Plan Period: FY08

Outcome ID#: 5559

Outcome Description

Upon completion of PHIL 1316, Old Testament Survey, students will have knowledge and understanding of the history of Judaism during the Old Testament period.

Outcome Strategy

Class discussions, lectures, documentaries, and reading selected portions of the Old Testament will be used to help students to understand the history of Judaism during the Old Testament period.

Outcome Method

Each student enrolled in Philosophy 1316 will take exams in which 10 questions are embedded in the tests about the history of Judaism.

Outcome Criterion

Seventy percent of students will demonstrate 70% mastery of the items about the history of Judaism.

Strategic Plan Relationship

The students will be able to demonstrate their critical thinking skills and show their basic understanding of how social systems affect the Jewish culture.

Outcome Results

This outcome was the highest of the 3 proposed outcomes. 88% of the students correctly answered 70% of the embedded questions correctly. Both adjunct professors participated and performed at an above average percentage.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

The current methods appear to be working. These will be repeated in order to determine if they are reliable over a longer period of time.

Planned Distance Learning Improvement as an Outcome Result

NA

Philosophy Education

Plan Period: FY09

Outcome ID#: 5740

Outcome Description

Upon completion of PHIL 1304, World Religions, students will have knowledge and understanding of major features of a selection of world religions in terms of their historical development and religious practices.

Outcome Strategy

Class discussions, lectures, films, and guest speakers about their religion when possible.

Outcome Method

All students in Philosophy 1304 will be given 2 tests which will have 10 questions embedded in them that will measure their knowledge of historical development and religious practices.

Outcome Criterion

Seventy percent of students will demonstrate 70% mastery of the items in the areas of historical development and religious practice.

Strategic Plan Relationship

This outcome shows the students' ability to engage in critical thinking and their ability to improve their understanding of how social systems affect culture.

Outcome Results

The data revealed that 33 of the 47 students answered at least 70% of the 10 embedded questions correctly. This is 70 percent of the students. The LEAP was achieved for this 08-09 year.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

The instructors will try and achieved a higher percentage for 09-10.

Planned Distance Learning Improvement as an Outcome Result

NA

Philosophy Education

Plan Period: FY09

Outcome ID#: 5754

Outcome Description

Upon completion of PHIL 1316, Old Testament Survey, students will be used to help students to understand the history of Judaism during the Old Testament period.

Outcome Strategy

Class discussions, lectures, documentaries, and reading selected portions of the Old Testament will be used to help students to understand the history of Judaism during the Old Testament period.

Outcome Method

Each student enrolled in Philosophy 1316 will take exams in which 10 questions are embedded in the tests about the history of Judaism.

Outcome Criterion

Seventy percent of students will demonstrate 70% mastery of the items about the history of Judaism.

Strategic Plan Relationship

The students will be able to demonstrate their critical thinking skills and show their basic understanding of how social systems affect the Jewish culture.

Outcome Results

61 Of the 81 students answered at least 70% of the 10 embedded questions correctly. This is 70% of the students. The LEAP was achieved for the year 2008-2009.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

The instructors will try and achieve a higher percentage of students achieving 70% for the next academic year.

Planned Distance Learning Improvement as an Outcome Result

NA

Philosophy Education

Plan Period: FY10

Outcome ID#: 5950

Outcome Description

Upon completion of Phil 1304, World Religions, students will have knowledge and understanding of major features of a selection of world religions in terms of their historical development and religious practices.

Outcome Strategy

Class discussions, lectures, films, and guest speakers will be used to present the information for class.

Outcome Method

All students in this course in all sections will be given 10 embedded questions in two quizzes that will measure their knowledge of historical development and religious practices.

Outcome Criterion

*0% of students will demonstrate 70% mastery of the items in the areas of historical development and religious practice. This is a carryover from 08-08 with a higher percentage of mastery.

Strategic Plan Relationship

Outcome Results

The data revealed that this outcome was achieved with 80% of the students correctly answering 70% of the embedded questions correctly .

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

The methods seem to be working for this group of Philosophy but the goal will be increased for next year to replicate the results of this year.

Planned Distance Learning Improvement as an Outcome Result

NA

Philosophy Education

Plan Period: FY10

Outcome ID#: 5951

Outcome Description

Students will be able to identify major content divisions within the general study of philosophy and apply these concepts to primary-source quotations from philosophers representative of the history of ideas throughout Western civilization

Outcome Strategy

Throughout the three unit exams, quotations taken from primary-source materials embedded within the book *Philosophy: A Text With Readings* 10th edition, and assigned readings will be presented as objective-type questions. Students will then be evaluated on their understanding of the respective concepts studied within the assigned unit as they are embodied within the quotations. In addition to unit questions, a group based project presented at the end of the semester will require students to work collaboratively in investigation of topic chosen from popular culture, analyzed according to the three main divisions of philosophical study, and then creatively and reflectively presented to the class addressing at least two different learning styles.

Outcome Method

The focus of the assessments will be to measure student's comprehension and application of information relevant to the three main divisions of philosophy (metaphysics, epistemology, ethics). Weekly quizzes will be used to check for short-term information retention. Selected objective questions will be chosen from the three unit tests for tracking of understanding. Classroom discussion will supplement. The group-based end of semester project will be evaluated by the instructor(70% of the project grade) and peers(30% according to project rubrics supplied at the time of the assignment of the project.

Outcome Criterion

It is expected that at least 60% of students will master the application of core concepts to primary-source readings. Group work will collectively demonstrate at least a 70% or 'C' grade assessment as per the percentages referenced in "3" Assessment Method.

Strategic Plan Relationship

As the study and practice of "second-order" thinking skills, philosophy by heuristic investigation of problems or "impasses" that form the starting-points for any real philosophical reflection. Proceeding from this spontaneous intuitive speculation, the student will then support their value judgments by giving an account through reasoned reflection, thereby grounding speculation in shared, articulated, human understanding, investigating the "why" behind every "what". Through this type reasoned investigation, philosophy connects the various disciplines and subject areas studied as rationally grounded, allowing the students to develop a sense of wonder about that which makes us different from other animal organisms, our ability to think abstractly, creatively. Consequently, new possibilities are presented to the engaged student, moving education beyond consumer-product status, to potentially relevant for life, addressing the whole of "real-world" experience with implications well beyond the classroom.

Outcome Results

Upon grading Test One short answer question asking for definition of Metaphysics, Epistemology and Ethics 43% of the class correctly answered(78 correct answers /180 possible correct results). After re-teaching of content,

Test Two results were substantially better(24/25 correct answers for a 96% mastery). Phil 1301 Final Exam results showed 76% of class mastered matching understanding with relevant quotations(249/330). Final Group Projects showed 4 groups out of 5 earned a "C" or better for 80%.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

With initial failure to meet minimum understanding of key terms, re-teaching took place with a Test Two result of 96% correct answers for target questions. Difficulty with matching abstract understanding to primary source quotations remains a perennial problem. Instead of posting these primary source readings on Blackboard and relying on students to read shorter quotes in text, I am considering switching in 2011 to a custom compiled primary source text supplemented with lecture notes and audio visual electronic support materials.

Planned Distance Learning Improvement as an Outcome Result

NA

Philosophy Education

Plan Period: FY10

Outcome ID#: 5954

Outcome Description

Students in Philosophy 2303 will be able to identify the types of arguments, and analyze and evaluate the parts of an argument as logically- linked premises to a conclusion.

Outcome Strategy

With the assigned text *The Power Of Critical Thinking* 2nd edition as a platform, students will be introduced to the systematic procedures and methods of evaluation of statements in arguments. With platform in place, students will then extend the concepts to "real world" contexts of popular media and to an argument chosen from among the Dialogues on Plato. Application of concepts to assigned "primary source" readings relevant to the study of philosophy will be an emphasis.

Outcome Method

Textbook exercises will be used to check for on-going understanding of concepts. Assessment of the desired outcome will be achieved through an objective-type question specific to units studied, as well as a group-based investigation, analysis, and evaluation of an argument or set of arguments taken from popular culture (e.g., advertising, politics, etc.). The group project will emphasize not only collaborative learning strategies, but also require the students to engage and address at least two different learning styles in investigation of their topics and presentation to the class. Students will evaluate all group presentations according to rubrics presented for project, as well as criteria of a sound argument.

Outcome Criterion

At least 60% of students will individually answer specific assessment questions correctly. Group work will collectively demonstrate at least a 70 or "C" grade assessment as per criteria given for the project.

Strategic Plan Relationship

This learning outcome directly relates to a student's ability to quantitatively analyze the relationship in an argument of premises to conclusion for truth or falsehood value. It qualitatively provides students with the tools for evaluating the cogency of beliefs as relationship of psychological or emotive-based argument with warrantable fact, thus enabling them to judge or assign a valuation to an argument (or even a work of art) based on reason.

Outcome Results

PHIL 2303 results are not given for the 2009-2010 school year since the class did not have sufficient enrollment to proceed. Plans are to offer PHIL 2303 again in the Fall of 2011.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

NA

Planned Distance Learning Improvement as an Outcome Result

NA

Philosophy Education

Plan Period: FY11

Outcome ID#: 6278

Outcome Description

After identifying the major content divisions within the general study of philosophy (metaphysics, epistemology and ethics), students will be able to inquire into questions such as "Does science only give us truth?", understanding the metaphysical, epistemological and ethical implications behind their answer.

Outcome Strategy

Using the text Philosophy: A Text With Readings 11th edition, students will develop a definition of the three content areas. Questions asking for definition on tests one and two will check for understanding. Then using lecture along with assigned primary source readings posted on Blackboard students will investigate how philosophers such as Plato, David Hume and Kant answer questions of truth based on metaphysical and epistemological concepts held. Essay questions at the end of the units on metaphysics and epistemology will check for understanding.

Outcome Method

Short answer and essay format questions on unit tests administered to all students will be used. Students will be judged to have mastered the concepts when at least 60% of the class can successfully define the terms, "metaphysics," "epistemology," and "ethics," and then answer essay questions scoring 15 out of 20 points per essay, where knowledge and application of concepts will be synthesized and evaluated. Mastery will further be assessed in a mid-term oral interview with the instructor using rubrics set out for the event.

Outcome Criterion

It is expected that at least 60% of the class can successfully define the terms "metaphysics," "epistemology," and "ethics," by the end of the first unit. If not met, concepts will be retaught and retested. Essays will be considered mastered if 60% of the class score a 15 out of 20 essay points (75%) on the essay portion. Mid-term interviews will be expected to produce an 80% success rate with a score of 80 or higher according to the rubrics set out for the event.

Strategic Plan Relationship

Through the study of concepts and how we as human beings come to knowledge through them, philosophy relies heavily on the ability to move from the particulars of experience we encounter everyday to generalizations that allow us to imaginatively and synthetically take apart and put together the particulars in ways that produce new concepts. Language use is one way we do this; reading is fundamental to effective language use. Students will encounter new vocabulary in philosophy, be required to read materials removed from their own range of experience in style and time, and then examine critically what they read and what they hear as they also evaluate what assumptions and beliefs they hold, as well as those of the other students. Students will need to form and articulate their own assumptions to the instructor in the oral interview.

Outcome Results

The data revealed that the target goal was achieved exactly.. This outcome will be not be used again due to the retirement of our Philosophy instructor.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

This will be dropped because the non-religion instructor had to retire due to health reasons and we are unable to find a qualified philosophy instructor.

Planned Distance Learning Improvement as an Outcome Result

NA

Philosophy Education

Plan Period: FY11

Outcome ID#: 6372

Outcome Description

Upon completion of PHIL 1304, World Religions, students will have knowledge and understanding of major features of a selection of world religions in terms of their historical development and religious practices.

Outcome Strategy

Class discussions, lectures, films, and guest speakers will be used to present the information for class.

Outcome Method

All students in this course in all sections will be given 10 embedded questions in two quizzes that will measure their knowledge of historical development and religious practices.

Outcome Criterion

90% of students will demonstrate 70% mastery of the items in the areas of historical development and religious practice.

Strategic Plan Relationship

Outcome Results

70% of the students correctly answered 70% of the questions embedded in the test. This did not meet the lofty goal of 90% and should probably be set at a more reasonable level.

Outcome Distance Learning Results

The same as above.

Planned Improvement as an Outcome Result

A lower goal of 75% will be used and the instructors will try and maintain a consistent target around that area.

Planned Distance Learning Improvement as an Outcome Result

The changes are the same in distance classes as in the face to face classes.

Philosophy Education

Plan Period: FY11

Outcome ID#: 6373

Outcome Description

Students will be able to identify major content divisions within the general study of philosophy and apply these concepts to primary-source quotations from philosophers representative of the history of ideas throughout Western civilization.

Outcome Strategy

Throughout the three unit exams, quotations taken from primary-source materials embedded within the book *Philosophy: A Text with Readings* 10th edition, and assigned readings will be presented as objective-type questions. Students will then be evaluated on their understanding of the respective concepts studied within the assigned unit as they are embodied within the quotations. In addition to unit questions, a group based project presented at the end of the semester will require students to work collaboratively in investigation of topic chosen from popular culture, analyzed according to the three main divisions of philosophical study, and then creatively and reflectively presented to the class addressing at least two different learning styles.

Outcome Method

The focus of the assessments will be to measure student's comprehension and application of information relevant to the three main divisions of philosophy (metaphysics, epistemology, ethics). Weekly quizzes will be used to check for short-term information retention. Selected objective questions will be chosen from the three unit tests for tracking of understanding. Classroom discussion will supplement. The group-based end of semester project will be evaluated by the instructor (75% of the project grade) and peers (30%) according to project rubrics supplied at the time of the assignment of the project.

Outcome Criterion

It is expected that at least 60% of students will master the application of core concepts to primary-source readings. Group work will collectively demonstrate at least a 70% of 'C' grade assessment as per the percentages referenced in "3" Assessment Method.

Strategic Plan Relationship

As the study and practice of "second order" thinking skills, philosophy by heuristic investigation of problems or "impasses" that form the starting-points for any real philosophical reflection. Proceeding from this spontaneous intuitive speculation, the student will then support their value judgments by giving an account through reasoned reflection, thereby grounding speculation in shared, articulated, human understanding, investigating the "why" behind every "what". Through this type reasoned investigation, philosophy connects the various disciplines and subject areas studied as rationally grounded, allowing the students to develop a sense of wonder about that which makes us different from other animal organisms, our ability to think abstractly, creatively. Consequently, new possibilities are presented to the engaged student, moving education beyond consumer-product status, to potentially relevant for life, addressing the whole of "real-world" experience with implications well beyond the classroom.

Outcome Results

This goal was met but is based on only one semester since the instructor was not able to teach in the Spring semester due to health reasons.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

This will be dropped since we are unable to hire a qualified philosophy instructor who does not teach religion.

Planned Distance Learning Improvement as an Outcome Result

NA

Philosophy Education

Plan Period: FY11

Outcome ID#: 6374

Outcome Description

Students in Philosophy 2303 will be able to identify the types of arguments, and analyze and evaluate the parts of an argument as logically-linked premises to a conclusion.

Outcome Strategy

With the assigned text *The Power of Critical Thinking* 2nd edition as a platform, students will be introduced to the systematic procedures and methods of evaluation of statements in arguments. With platform in place, students will then extend the concepts to "real world" contexts of popular media and to an argument chosen from among the Dialogues on Plato. Application of concepts to assigned "primary source" readings relevant to the study of philosophy will be an emphasis.

Outcome Method

Textbook exercises will be used to check for on-going understanding of concepts. Assessment of the desired outcome will be achieved through an objective-type questions specific to units studied, as well as a group-based investigation, analysis, and evaluation of an argument or set of arguments taken from popular culture (e.g., advertising, politics, etc.). The group project will emphasize not only collaborative learning strategies, but also require the students to engage and address at least two different learning styles in investigation of their topics and presentation to the class. Students will evaluate all group presentations according to rubrics presented for project, as well as criteria of a sound argument.

Outcome Criterion

At least 60% of students will individually answer specific assessment questions correctly. Group work will collectively demonstrate at least a 70 or "C" grade assessment as per criteria given for the project.

Strategic Plan Relationship

This learning outcome directly relates to a student's ability to quantitatively analyze the relationship in argument of premises to conclusion for truth or falsehood value. It qualitatively provides students with the tools for evaluating the cogency of beliefs as relationship of psychological or emotive-based argument with warrantable fact, thus enabling them to judge or assign a valuation to an argument (or even a work of art) based on reason.

Outcome Results

This goal was met but was based on only one semester since the instructor was not able to teach in the Spring and there were no qualified instructors to teach it.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

This will not be used again.

Planned Distance Learning Improvement as an Outcome Result

NA

Physics Education

Plan Period: FY06

Outcome ID#: 292

Outcome Description

The students in College Physics 1401 and University Physics 2425 classes will demonstrate the ability to identify and add vector quantities at an appropriate course level.

Outcome Strategy

The topic will be taught using several methods:

- A. The concept will be defined in lecture and demonstrated using both graphical and mathematical methods.
- B. The student will practice adding vectors by both methods on homework assignments.
- C. The student will practice using vectors in the laboratory.

Outcome Method

A homework grade will be taken from the lecture assignment. A laboratory report grade will be taken from the laboratory assignment. The student will be tested on vector addition on unit tests and the final exam. All physics instructors will record each student's percent correct on vector addition sections of each assignment and test. A student will be deemed to have mastered the topic if the average of all these recorded percentages is 70% or above. Instructors will report students' average on this topic to the Division Chairperson for Mathematics & Science.

Outcome Criterion

75% of the students (chosen from all TVCC campuses which offer Physics 1411) will demonstrate mastery of the topic by scoring 70% or higher on the homework assignment and on the laboratory assignment. 70% of the students will demonstrate mastery of the topic by earning 70% or more of the points allotted to this topic on the appropriate test sections related to vector concepts.

Strategic Plan Relationship

The state core curriculum in natural science describes how this outcome relates to the Mathematics and Critical Thinking TVCC General Education Outcomes. It requires students (quoting from the state standards): "1. To understand and apply method and appropriate technology to the study of natural sciences. 2. To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretation both orally and in writing."

The use of vectors is required topic for all students transferring to university degree programs in mathematics, engineering and all the physical sciences. It is also listed as a required topic for students taking the MCAT and similar medical school admission tests.

Outcome Results

This item was evaluated in Fall 2005 in the Phis 1401 course. Students were successful (per criteria above) on all evaluations except the final exam, where the percent successful was 64%, below the 70% criteria. Using the average of scores for all methods of evaluation, 82% of students evaluated were successful. Only one campus (Athens) offered Phis 1401 in 2005-2006. Phys 2425 was not taught in Spring 2006 as expected because the class was too small.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

The only instructor involved in this evaluation plans to continue present teaching methods, but to review vectors in more detail near the end of physics courses. Neither Phis 1401 nor PhysX 2425 is offered in Spring 2006. So this topic cannot be reevaluated again this year.

Planned Distance Learning Improvement as an Outcome Result

NA

Physics Education

Plan Period: FY06

Outcome ID#: 293

Outcome Description

The students in Physics 1417, Physics 1412 and Physics 2426 will demonstrate the ability to use Ohm's Law to analyze electrical circuits at an appropriate course level.

Outcome Strategy

The topic will be taught using several methods:

- A. The concept will be defined in lecture and demonstrated using practical electrical circuit problems.
- B. The student will practice using Ohm's Law by both methods on homework assignments.
- C. The students will construct and analyze electrical circuits in the laboratory using Ohm's Law.

Outcome Method

A homework grade will be taken from the lecture assignment. A laboratory report grade will be taken from the laboratory assignment on this topic. The student will be tested on Ohm's Law on unit tests and the Final Exam. All physics instructors will record each student's percent correct on Ohm's Law assignments and on sections of tests concerned with Ohm's Law. A student will be deemed to have mastered the topic if the average of all these recorded percentages is 70% or above. Instructors will report students' average on this topic to the Division Chairperson for Mathematics & Science.

Outcome Criterion

75% of the students in a sample (chosen from all TVCC campuses which offer Physics) will demonstrate mastery of the topic by scoring 70% or higher on the homework assignment and on the laboratory assignment. 70% of the students will demonstrate mastery of the topic by earning 70% or more of the points allotted to this topic on the appropriate test sections related to Ohm's Law.

Strategic Plan Relationship

The state core curriculum in natural science describes how this outcome relates to the Mathematics and Critical Thinking TVCC General Education Outcomes. It requires students (quoting from the state standards): "1. To understand and apply method and appropriate technology to the study of natural sciences. 2. To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretation both orally and in writing."

Ohm's Law is a fundamental relationship in electrical circuits. Any professional who uses electrical equipment should know and be able to use the law in order to understand the operating principles of the equipment. The topic is appropriate to all professionals in engineering, all the physical and biological sciences, all medical professions and all computer hardware applications.

Outcome Results

Fall 2005 - This was evaluated in PhysX 2426 in Fall 2005. All students were successful (per above criteria) on all assignments. Since there was only one course and only two students in the class, conclusions drawn lack comprehensive data. However, the instructor believes that present teaching methods are successful, and will re-evaluate in PhysX 1417 with a larger class in Spring 2006. Numbers of students in these classes will always be relatively small.

Spring 2006 - 37 students from two classes were tested and 73% successfully met the 70% overall (homework, lab assignments and tests) success goal. However, one Physical Science instructor did not report results and the instructor who did report results noted that Physical Science students would not have met the goal independently without the College Physics students included. He also noted that the homework component of the evaluation was the only part of the evaluation at which the Physical Science students were successful.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Fall 2005 - No changes were planned as a result of Fall 2005 evaluations.

Spring 2006 - Since homework results do not seem to be reliable indicators of student success on this topic, and statistics are extremely difficult to collect, data will only be collected on tests and lab reports next year. This topic will be reevaluated next year with a higher goal. The inclusion of University Physics (PhysX 2425) should improve results. Several engagement strategies will be incorporated in the Physical Science classes to improve their success rate.

Planned Distance Learning Improvement as an Outcome Result

NA

Physics Education

Plan Period: FY06

Outcome ID#: 294

Outcome Description

Physical Science I (PhysX 1415) students will be able to describe the basic steps in the evolution of stars.

Outcome Strategy

The topic will be taught using several methods:

- A. The related concepts will be discussed in lecture, with appropriate additional handouts to illustrate the topic. The basic steps in stellar evolution and the use of the Hertzsprung-Russell diagram in analyzing the cycle of stars will be discussed.
- B. The student will practice the material discussed in class in completing homework assignments.
- C. The student will construct and analyze a Hertzsprung-Russell Diagram in the laboratory.

Outcome Method

A statistical analysis of student responses on the appropriate homework questions on stellar evolution will be taken from the lecture assignment. A laboratory report grade will be taken from the laboratory assignment on stellar evolution. The student will be tested on stellar evolution on unit tests and on the Final Exam. Average scores for each student will be tested on stellar evolution on unit tests and on the Final Exam. Average scores for each student on each mode of assessment will be recorded and reported to the Division Chairperson for Mathematics & Science. Students will be deemed to have mastered the topic if the average of all these recorded percentages is 70% or above.

Outcome Criterion

75% of a sample of students (chosen from all TVCC campuses which offer Physical Science) will demonstrate mastery of the topic by scoring 70% or higher on the homework assignment and on the laboratory assignment. 70% of the students will demonstrate mastery of the topic by earning 70% or more on the points allotted to this topic on the appropriate test sections related to stellar evolution.

Strategic Plan Relationship

The state core curriculum in natural science describes how this outcome relates to the Mathematics and Critical Thinking TVCC General Education Outcomes. It requires students (quoting from the state standards): "1. To understand and apply method and appropriate technology to the study of natural sciences. 2. To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretation both orally and in writing."

The theory of stellar evolution demonstrates the methods of scientific analysis of diverse lines of evidence and how these are used to develop theories of events in the history of our universe. The development of theories of stellar evolution also illustrates the use of statistics in discovering aspects of nature which might not otherwise be easily measured. This theory also illustrates one of many facets of scientific reasoning which constitutes evidence of the long history of our universe.

Outcome Results

Fall 2005 - Though PhysX 1415 was offered on two campuses, only the instructor on the Athens campus responded. Students were successful on laboratory and homework assignments with over 90% success, but

success rates on tests were in the 40% range. Averaging the scores on assignments evaluated, 36 out of 51 (or 71%) of students were successful on this topic. This will be evaluated again in Spring 2006 PhysX 1415 classes.

Spring 2006 - 30 students from one section of Physical Science were tested. 90% were successful at the 70% criteria set for this learning outcome.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Fall 2005 - The only instructor who evaluated this topic felt that teaching methods in lecture and laboratory were not translating into testing success on this topic. He will modify teaching methods and evaluate again in Spring 2006.

Spring 2006 - This item has been successfully studied and will not be re-evaluated in 2006-2007. Student interaction with other students and the instructors will be encouraged.

Planned Distance Learning Improvement as an Outcome Result

NA

Physics Education

Plan Period: FY06

Outcome ID#: 296

Outcome Description

Students in Physics will learn to read technical literature and describe the content.

Outcome Strategy

A. At least one section of textbook material will be assigned in each major unit which the instructor will not discuss in a lecture format. The students will be instructed to read the section and solve related homework problems. The instructor will respond to any questions asked by the students in or outside of class, but will not lecture on any portion of the material.

B. After the homework has been graded and returned the instructor will then discuss the relevant material and the key points needed to complete the homework assignment.

Outcome Method

A statistical analysis of student responses on the appropriate homework questions will be made. There will typically be 2 to 4 such assignments in a semester. Any student whose average scores are 70% or above on the appropriate homework questions will be deemed to be "successful at reading and interpreting technical literature." Average scores for each student will be recorded and reported to the Division Chairperson for Mathematics & Science.

Outcome Criterion

75% of a sample of students (chosen from all TVCC campuses which offer Physics) will demonstrate that they are "successful at reading and interpreting technical literature" by scoring 70% or better on the appropriate homework questions.

Strategic Plan Relationship

This objective relates directly to the TVCC Learning Initiative Statement: "TVCC will focus on increasing students' ability to read and write in crucial learning experiences by enhancing student engagement."

Outcome Results

Fall 2005 - Evaluation of this topic was not fully implemented in Fall 2005. A partial evaluation was done in PhysX 1415 (on the Athens campus only) with two exercises. Exercise 1 was a reading assignment on sunspots. Two test questions were included on Test 2, with 41% of the students successful at the 70% level. Exercise 2 was a reading assignment on types of precipitation. One question was included on Test 3, with 94% of the students successful at the 70% level. The instructor believes that there are two reasons the first exercise had a much lower success rate. First the exercise was somewhat more difficult. Second, many of the students did not take the first assignment seriously, since the topic was not discussed in lecture.

Spring 2006 - 30 students from the only two sections offered on any campuses of TVCC in Spring Semester 2006 were tested. 60% were successful at the 70% criteria chosen for our goal.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Fall 2005 - The only instructor who responded plans to re-evaluate this topic in Spring 2006, and instructors on other campuses should also evaluate this topic in Spring 2006.

Spring 2006 - The TVCC Learning Initiative and the fact that we did not meet our goal indicate the need for reading and writing assignments. This learning outcome has never been fully implemented. Continuing to challenge students with reading assignments of technical literature is an appropriate if unpopular goal. Encouraging students to help each other understand the material and to ask questions of the instructor will be an important part of our strategy.

Planned Distance Learning Improvement as an Outcome Result

NA

Physics Education

Plan Period: FY07

Outcome ID#: 606

Outcome Description

Physics and physical science students will read technical literature and describe the content.

Outcome Strategy

Students in each class will be given one to four reading assignments, from the textbook or other material, which will not be lectured on by the instructor prior to the assignment. The instructor will answer any questions about the assignment after the reading is completed.

Outcome Method

Students will be evaluated with either homework assignments, laboratory experiments, unit test questions or final exam questions or some combination of these, as the instructor decides is appropriate.

Outcome Criterion

75% of the students in a sample (chosen from all TVCC campuses which offer Physics or Physical Science) will demonstrate mastery of the topic by scoring 70% or higher on the assessment.

Strategic Plan Relationship

This objective relates directly to the TVCC Learning Initiative Statement: "TVCC will focus on increasing students' ability to read and write in crucial learning experiences by enhancing student engagement." Of course, it also relates to students' learning about the physical universe.

Outcome Results

72 students from 3 sections of Physical Science or Freshman Physics, representing 2 of 3 TVCC campuses which offer physics, were tested. 94.4% of students tested were successful at the 70% correct = successful criteria. University Physics students were not included in these results.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Physics faculty members believe that more difficult material could have been included. They also believe that the students would have been more engaged if the material had been more difficult. This topic will be included as a LEAP for next year with similar criteria, since this is the most useful way to engage students through requiring technical reading per our learning initiative.

Planned Distance Learning Improvement as an Outcome Result

NA

Physics Education

Plan Period: FY07

Outcome ID#: 607

Outcome Description

The students in College Physics 1401 and University Physics 2425 classes will demonstrate the ability to identify and add vector quantities at an appropriate course level.

Outcome Strategy

The topic will be taught using several methods:

- A. The concept will be defined in lecture and demonstrated using both graphical and mathematical methods.
- B. The student will practice adding vectors by both methods on homework assignments.
- C. The student will practice using vectors in the laboratory.

Outcome Method

A homework grade will be taken from the lecture assignment. A laboratory report grade will be taken from the laboratory assignment. The student will be tested on vector addition on unit tests and the final exam. All physics instructors will record each student's percent correct on vector addition sections of each assignment and test. A student will be deemed to have mastered the topic if the average of all these recorded percentages is 70% or above. Instructors will report students' averages on this topic to the Division Chairperson for Mathematics & Science.

Outcome Criterion

75% of the students (chosen from all TVCC campuses which offer Physics 1411) will demonstrate mastery of the topic by scoring 70% or higher on the homework assignment and on the laboratory assignment. 70% of the students will demonstrate mastery of the topic by earning 70% or more of the points allotted to this topic on the appropriate test sections related to vector concepts.

Strategic Plan Relationship

The state core curriculum in natural science describes how this outcome relates to the Mathematics and Critical Thinking TVCC General Education Outcomes. It requires students (quoting from the state standards): "1. To understand and apply method and appropriate technology to the study of natural sciences. 2. To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretation both orally and in writing."

The use of vectors is a required topic for all students transferring to university degree programs in mathematics, engineering and all the physical sciences. It is also listed as a required topic for students taking the MCAT and similar medical school admission tests.

Outcome Results

Twenty-two students from 1 section of Freshman Physics and 1 section of University Physics, all from 1 campus of TVCC, were tested. 81.8% of tested students were successful at the 70% correct = successful criteria. This exceeded the goal of finding 75% of tested students successful.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

This topic was chosen because it is always taught and tested in both lecture sections and laboratory sections and therefore did include active, engaged learning on the students' parts. The department will evaluate some other topic next year, and faculty will be sure to include active learning exercises for this topic.

Planned Distance Learning Improvement as an Outcome Result

NA

Physics Education

Plan Period: FY07

Outcome ID#: 608

Outcome Description

Students in PhysX 1415 will be able to discuss causes and consequences of global warming.

Outcome Strategy

Appropriate sections of the textbook or supplemental material, will be discussed or assigned during the unit on Meteorology.

Outcome Method

Students will be assessed using homework assignments and/or unit test questions. A student will be deemed successful if he/she scores 70% or higher on the assessment instrument. All campuses of TVCC which offer PhysX 1415 will assess students. Results will be reported to the Division Chairperson for Mathematics & Science.

Outcome Criterion

75% of the students will successfully achieve a score of 70% or higher on the assessment instrument for this learning outcome.

Strategic Plan Relationship

This LEAP addresses a topic of current national interest which will help to engage students in the learning process and critical thinking about a complex topic. Of course, it also applies to students' learning about the physical universe. Discussions and experiments about global warming also utilize and teach mathematical skills.

Outcome Results

57 students from two sections of Physical Science, representing the 2 TVCC campuses which offer Physical Science, were tested. 64.9 % of students tested were successful at the 70% correct = successful criteria. Students fell short of meeting the goal of having 75% of tested students successful.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Studying an important current events topic through reading, lectures, homework, and experiments will certainly be included as a LEAP item for next year. Department faculty believe that results may have been low due to their own assumption of student engagement in this topic - while the students may not have been engaged at all. More emphasis on active learning and discussion in class would reveal the problem before students are tested on the topic.

Planned Distance Learning Improvement as an Outcome Result

NA

Physics Education

Plan Period: FY08

Outcome ID#: 1269

Outcome Description

Physics and physical science students will read technical literature and describe the content.

Outcome Strategy

Students in each class will be given one to four reading assignments, from the textbook or other material, which will not be lectured on by the instructor prior to the assignment. The instructor will answer any questions about the assignment after the reading is completed.

Outcome Method

Students will be evaluated with homework assignments, laboratory experiments, unit test questions or final exam questions or some combination of these. Students will be deemed successful if they answer 70% of the questions evaluated correctly. All instructors of Physical Science I will report results for each student to the Division Chairperson for Mathematics & Science.

Outcome Criterion

75% of the students in a sample (chosen from all TVCC campuses which offer Physics or Physical Science) will demonstrate mastery of the topic by scoring 70% or higher on the assessment.

Strategic Plan Relationship

Students must understand and analyze the readings in order to correctly answer questions about the scientific literature. This requires and teaches critical thinking. Scientific literature readings will contain information about our physical universe and testing students on the readings will reinforce their understanding of the physical universe.

Outcome Results

85 students from 5 sections of University Physics, College Physics, and Physical Science, representing the 2 TVCC campuses where these courses are offered. 75.3% of students tested successfully met the 70% correct criterion. This meets the overall goal of this learning outcome. Results were much higher in the Physics classes and the Palestine Physical Science class than in the Athens Physical Science class. Jim Guillory (Athens physics and physical science) noted that he believed that his physical science students scored lower because they were evaluated with a test instead of with homework assignments and that moreover these students were not as technically educated and motivated as physics students.

Fall '07 succ Wnd Fnd nd unsucc total % succ

Guillory.2425.0667 14 5 1 20 93.3

Guillory 1406.0666

Guillory 1415.0663

Dungan.1415.0945 12 1 1 17 100

Spring '08

Guillory.2426.0717 12 2 14 100

Guillory.1402.0716 12 2 2 16 85.7

Guillory.1417.0713 14 3 18 36 43.8

totals 64 13 1 21 103 75.3

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

This topic continues to be relevant to student learning in the sciences. Faculty members have asked to revisit this topic with a learning outcome for 2008-2009 and to revise teaching and assessment criteria.

Planned Distance Learning Improvement as an Outcome Result

NA

Physics Education

Plan Period: FY08

Outcome ID#: 1270

Outcome Description

Students in Physics classes will demonstrate the ability to solve physics related mathematical problems using calculators.

Outcome Strategy

- A. Physics students will be given a pretest at the beginning of each semester to evaluate initial calculator problem solving skills.
- B. Teaching exercises on calculators will be incorporated in laboratory exercises during the semester.
- C. Students will be given a post-test near the end of each semester.
- D. Evaluation will be continued from Physics 1401 through Physics 1402, and from Physics 2425 through Physics 2426 to evaluate improvements over the two semester physics sequence.

Outcome Method

Students will be graded on the pre- and post-tests to determine improvements in skills. Results will be reported to the Division Chairperson for Mathematics & Science.

Outcome Criterion

- A. 70% of the students will demonstrate improvement in calculator skills from pre- to post-testing.

Strategic Plan Relationship

Using a calculator correctly and effectively is a mathematical skill. Since setting up the solution of the problems necessitates using and learning critical thinking skills this general education outcome is also included. Finally, the problems students will solve are also designed to teach them about the physical universe.

Outcome Results

47 students from 3 sections of physics - only the Athens campus offers physics - were tested on criteria A (Students improved from pre- to post-test). 68.1% were successful. This does not quite meet the 70% improvement goal.

36 students from 2 sections of physics were tested on criteria B (Students scored 70% or higher on post-tests in Fall 2007.) 47.2% were successful. This clearly misses the goal of 70% successful at the 70% correct criteria.

13 students from 1 section of College Physics were tested on criteria C (Students scored 75% or higher on post-tests in Spring 2008.) 61.5% were successful at the 75% correct criteria.

criteria A (Students improved from pre to post test.)

suc Wnd Fnd nd unsuc total % succ

Fall '07

Guillory.1401.0666 15 7 2 8 32 65.2

Guillory.2425.0667 9 4 3 4 20 69.2

Spring '08
Guillory.1402.0716 8 5 3 16 72.7
Totals 32 16 0 5 15 68 68.1

criteria B (Scored 70% or higher on post-test in Fall 2007)

Fall '07
Guillory.1401.0666 11 7 2 12 32 47.8
Guillory.2425.0667 6 4 3 7 20 46.2
Totals 17 11 0 5 19 52 47.2

Criteria C (Scored 75% or better at end of 2nd semester)

Spring '08
Guillory.1402.0716 8 2 1 5 16 61.5

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

This learning outcome should be continued for another year, with new teaching methods and assessment instruments.

Planned Distance Learning Improvement as an Outcome Result

NA

Physics Education

Plan Period: FY08

Outcome ID#: 1271

Outcome Description

Students in Physical Science I will be able to discuss causes and consequences of global warming.

Outcome Strategy

Appropriate sections of the textbook or supplemental material, will be discussed and/or assigned during the unit on Meteorology. Classroom discussions will help students discover what they think about the causes and consequences of global warming and will help them be informed about the scientific theories that might explain global warming and its consequences.

Outcome Method

Students will be assessed using homework assignments and/or unit test questions. A student will be deemed successful if he/she scores 70% or higher on the assessment instrument. All campuses of TVCC which offer Physical Science I will assess students. Results will be reported to the Division Chairperson for Mathematics & Science.

Outcome Criterion

75% of students will successfully achieve a score of 70% or higher on the assessment instrument for this learning outcome.

Strategic Plan Relationship

Students have to be willing to "engage" in learning about the science in current events instead of tuning it out. Instructors will seek to encourage students to find the debate interesting and to want to know about the science involved.

Outcome Results

48 students, from 2 sections, representing the two TVCC campuses which offer physical science were tested. 72.9% were successful at the 70% correct criteria. This did not quite meet the 75% successful rate required by this learning outcome goal. Results were much higher on the Palestine campus.

	suc	Wnd	Fnd	nd	unsuc	total	%suc
Guillory.0663	21	2	2		13	38	61.8
Dungan.0945	14	1			1	17	100
Totals	35	3			13	55	72.9

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

This was a significant improvement over the results on the same learning outcome for last year. The physical science instructors will pick some other topic to be evaluated in physical science for 2008-2009.

Planned Distance Learning Improvement as an Outcome Result

NA

Physics Education

Plan Period: FY09

Outcome ID#: 5803

Outcome Description

Physical Science 1417 students will be able to describe the use of Solar energy as an alternative fuel source.

Outcome Strategy

Students will study applications of solar energy during the unit on energy in PhysX 1417. Activities may include textbook reading, laboratory exercises or reading assignments.

Outcome Method

Student learning may be assessed by grades on homework assignments, lab assignments, reading assignments or test questions on this outcome.

Outcome Criterion

At least 70% of the students will score 70% on the assessment method.

Strategic Plan Relationship

"To demonstrate knowledge of the physical universe and living systems": Obviously, this outcome would demonstrate knowledge of the physical universe.

"To demonstrate qualitative and quantitative critical thinking skills": The students will learn to think critically when they learn to discuss this complicated but very current topic.

Outcome Results

The only 3 sections of Physical Science - Astronomy, Meteorology, and Geology were evaluated. 79 students from the Athens campus and the Palestine campus were included in the evaluation. 95 students were in those 3 sections, but 16 students did not complete the evaluation (W before Final Exam or did not take Final Exam for another reason). 81.0% were successful at the 70% correct level set as a goal. Since the percent successful set as goal was 70%, we met our goal.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

No changes are indicated. However, we do plan to begin offering Physical Science at TDCJ units and Physical Science was offered in Spring 2009 on the internet. A new Physical Science instructor on the Athens campus will enable us to offer more sections of Physical Science as well.

Planned Distance Learning Improvement as an Outcome Result

NA

Physics Education

Plan Period: FY09

Outcome ID#: 5804

Outcome Description

Students in Physics classes will demonstrate the ability to solve physics related problems using calculators. This is a continuation of the LEAP from 2007-2008.

Outcome Strategy

- A. Physics students will be given a pretest at the beginning of each semester to evaluate initial calculator problem solving skills.
- B. Teaching exercises on calculators will be incorporated in laboratory exercises during the semester.
- C. Students will be given a post-test near the end of each semester.
- D. Evaluation will be continued from Physics 1401 through Physics 1402, and from Physics 2425 through Physics 2426 to evaluate improvements over the two semester physics sequence.

Outcome Method

Students will be graded on the pre- and post-tests to determine improvements in skills. Results will be reported to the Division Chairperson for Mathematics & Science.

Outcome Criterion

- A. 70% of the students will demonstrate improvement in calculator skills from pre- to post-testing.

Strategic Plan Relationship

"To understand mathematical information and utilize mathematical skills": Calculator skills are obviously mathematical skills.

"To demonstrate qualitative and quantitative critical thinking skills": Calculator skills are complex and learning them teaches students to think critically.

"To demonstrate knowledge of the physical universe": Students have to know which formulas and concepts to apply as they use the calculator.

Outcome Results

Twenty-five students from the only 2 sections of Physics in Fall 2008 were evaluated. Forty students were in those two sections of University Physics and College Physics, but 15 of them did not complete the evaluation (W before Final Exam or did not take the Final Exam for another reason). On Goal A, improvement from pre to post test, 72% were successful. This exceeds our goal of 70% improved. On Goal B, achieving final scores on calculator applications questions at the end of Fall 2008 semester, 66.7% were successful. This does not meet our goal of having 70% successful.

On Goal C, achieving final scores on calculator applications questions at the end of Spring 2009 semester, the evaluation was not completed. There are no data for this goal.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Since Goal B was not met and Goal C was not evaluated, this Learning Outcome needs to be re-evaluated next year. The results were mixed, but not great. A new Physical Science instructor should take part of the student load from our Physics instructor and allow more time for the evaluations.

Planned Distance Learning Improvement as an Outcome Result

NA

Physics Education

Plan Period: FY09

Outcome ID#: 5805

Outcome Description

Students in Physics 2425 and 2426 will demonstrate the ability to perform vector arithmetic.

Outcome Strategy

Students will study applications of vectors in mechanics and electromagnetism. Activities will include reading assignments, laboratory experiments, and homework assignments.

Outcome Method

Students will be assessed by grades on homework , laboratory and test questions that pertain to this outcome.

Outcome Criterion

At least 70% of the students will score 70% on the assessment methods.

Strategic Plan Relationship

Vector arithmetic is a mathematical skill.

Complex vector operations require and teach critical thinking skills.

Applying vector arithmetic to physics teaches students about the physical universe.

Outcome Results

14 students in the only University Physics section offered were evaluated for this Learning Outcome. 20 students were in the class, but 6 did not complete the evaluation (W before Final Exam or did not take the Final Exam for another reason). 100% of the students evaluated were successful. This exceeds our 70% successful goal.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

No changes are indicated. A different Learning Outcome should be chosen next year for University Physics. More Learning Outcomes should involve large classes and several sections. The addition of a new Physical Science instructor and the addition of Physical Science at the TDCJ units should make more diversity in the student population being evaluated.

Planned Distance Learning Improvement as an Outcome Result

NA

Physics Education

Plan Period: FY10

Outcome ID#: 6030

Outcome Description

Students in Physics classes will demonstrate the ability to solve physics related problems using calculators. This is a continuation of the LEAP from 2008-2009.

Outcome Strategy

- A. Students will be given a pretest at the beginning of the fall semester to evaluate initial calculator problem solving skills.
- B. Teaching exercises on calculators will be incorporated in laboratory exercises during the semester
- C. Students will be given a post test at the end of each semester.
- D. Evaluation will be continued from Phys1401 through Phys1402 and from Phys2425 through Phys2426.

Outcome Method

Students will be graded on pre and post tests to determine skill improvements. Results will be reported to the Division Chairperson for Mathematics and Science.

Outcome Criterion

- A. 70% of students will demonstrate improvement in calculator skills from pre to post testing.

Strategic Plan Relationship

Using a scientific calculator is a mathematical skill.

Setting up a problem to which to apply the calculator requires critical thinking as does choosing order of operations and correctly interpreting outcomes.

The calculator is used here as a tool in learning about the physical universe.

Outcome Results

60 students from 4 sections of Physics offered on the Athens campus of TVCC (no Physics is offered on other campuses) were surveyed. 73.8% of students tested met Goal A - Improving their scores from pre-test to post-test. 82.2% of students tested met Goal C - scoring at least 75% in Spring 2010. No data was provided on Goal B - 70% of students tested will score at least 70% in Fall 2009. Data presented indicates that the faculty reporting thought there were only two goals - the two reported. The error could have been on the Division Chairperson's part in writing up the goals. This cannot be changed now. The students' performances were good and the goals set were largely successful.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

No changes are planned. Pre- and post- tests gave interesting results. The Physics department will probably select a different learning outcome to evaluate next year.

Planned Distance Learning Improvement as an Outcome Result

NA

Physics Education

Plan Period: FY10

Outcome ID#: 6031

Outcome Description

Physical Science 1415 students will describe the formation and effects of hurricanes.

Outcome Strategy

Students in Phys1415 will study hurricanes in a combination of lecture discussions, laboratory exercises and homework assignments.

Outcome Method

Students in Phys1415 may be assessed by grades on homework assignments, laboratory exercises and selected test questions.

Outcome Criterion

At least 70% of the students will score at least 70% on the assessment instruments.

Strategic Plan Relationship

Understanding the mechanisms which create and shape hurricanes requires critical thinking.

Hurricanes are part of our physical universe.

Outcome Results

59 students from two sections offered on two different campuses were surveyed. 65.2% of students tested were successful in scoring at least 70%. We did not meet our goal.

Outcome Distance Learning Results

No distance learning sections of PhysX 1415 were offered in Fall 2009, when the evaluation was done.

Planned Improvement as an Outcome Result

Faculty feel that student engagement may be the issue, and they plan to focus on ways to create a classroom atmosphere that allows and fosters student engagement. Large class size may have contributed to the lack of student engagement on the Athens campus.

Planned Distance Learning Improvement as an Outcome Result

PhysX 1415 is usually offered in the spring semester in the Distance Learning format on the Palestine campus. PhysX 1417 is usually offered in the fall semester in the Distance Learning format. In order to compare traditional lecture format and distance learning formats, the learning outcomes evaluated in a fall semester should include both presentation formats.

Physics Education

Plan Period: FY10

Outcome ID#: 6032

Outcome Description

Students In Physical Science 1417 will be able to describe various kinds of alternative energy sources and their uses.

Outcome Strategy

Students in Phys1417 will study alternative energy sources in a variety of lecture discussion, lab exercises and homework assignments.

Outcome Method

Students in Phys1417 may be evaluated by grades on laboratory exercises, homework assignments and test questions

Outcome Criterion

At least 70% of the students will score 70% or higher on the selected assessment instruments.

Strategic Plan Relationship

Students will read, analyze, interpret and evaluate current literature about alternative energy sources.

Alternative energy sources usage comes from understanding, utilizing, and preserving our physical universe.

Outcome Results

37 students from 1 section of PHYS 1417 were surveyed. 94.3% of students tested were successful at scoring at least 70%. We met our goal, but one section of PhysX 1417 was unreported.

Outcome Distance Learning Results

No distance learning section was reported on this learning outcome though there was one distance learning section offered on the Palestine Campus. No comparison can be drawn.

Planned Improvement as an Outcome Result

Asking students to read current literature about energy sources is not a measurable way to evaluate improved reading skills. The reading general education outcome should not have been chosen. The faculty feels that requiring reading does make an important contribution to students' education, but they now understand that this cannot be used as a measurable learning outcome. The faculty did not have the results of evaluations of previous LEAPS in late summer 2009 when these LEAPS were written.

Planned Distance Learning Improvement as an Outcome Result

We will try to choose learning outcomes for courses which are offered in both traditional and distance learning formats during the semester when the evaluations will be given.

Physics Education

Plan Period: FY11

Outcome ID#: 6382

Outcome Description

College Physics students will demonstrate the ability to solve calculator and algebra problems related to physics.

Outcome Strategy

- A. Students will be given a pretest at the beginning of the fall semester to evaluate initial calculator and algebra problem solving skills.
- B. Teaching exercises on calculators and algebraic solutions will be incorporated in homework and laboratory exercises during the semester.
- C. Students will be given a post test at the end of each course.
- D. Evaluation will be continued from PhysX 1401 through PhysX 1402.

Outcome Method

Students will be evaluated on a course pretest and post test in PhysX 1401 and PhysX 1402. Results will be reported to the Division Chairperson for Mathematics and Science.

Outcome Criterion

At least 70% of the students will improve from the 1401 pretest to the 1401 post test. At least 80% of the students will improve from the PhysX 1401 pretest to the PhysX 1402 post test.

Strategic Plan Relationship

Calculator and algebra skills are important mathematical skills that physics students must learn to apply.

Critical thinking is required and taught and learned as students choose correct algebraic models for their assigned problems and lab assignments.

Outcome Results

24 students from College Physics I in Fall 2010 and from College Physics II in Spring 2011 were evaluated. 74.2% were successful at improving from the Fall pre-test to the Fall post-test. This met our goal. 100% were successful at improving from the Spring pre-test to the Spring post-test. This also met our goal. College Physics is only offered on the Athens campus of TVCC.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Since results were good, no changes are planned.

Planned Distance Learning Improvement as an Outcome Result

NA

Physics Education

Plan Period: FY11

Outcome ID#: 6383

Outcome Description

Physical Science 1417 students will demonstrate the ability to use a meter stick to make metric measurements of length, and calculate area and volume.

Outcome Strategy

Laboratory and homework exercises will be used to help students learn proper measurement skills and proper use of significant digits in calculations.

Outcome Method

Students will be evaluated on laboratory and/or homework exercises. A percent correct for each student on the evaluation instrument(s) will be recorded and submitted to the Division Chairperson for Mathematics and Science.

Outcome Criterion

At least 70% of students evaluated will score 70% or higher on the evaluation instrument(s).

Strategic Plan Relationship

Measurements and calculations are important mathematical skills that science student must learn to use.

Outcome Results

96 students, from 5 sections, representing one of the two campuses which offer Physical Science, were evaluated. 89% were successful at the 70% success criteria. The goal was met.

Outcome Distance Learning Results

Distance Education physical science courses will be evaluated in the future. We are planning to have a distance education physical science course offered on two campuses in Spring 2012.

Planned Improvement as an Outcome Result

Because the students evaluated did so well, no changes are planned.

Planned Distance Learning Improvement as an Outcome Result

Distance Learning classes will be evaluated in the future.

Physics Education

Plan Period: FY11

Outcome ID#: 6384

Outcome Description

Physical Science 1415 students will be able to describe the three basic rock types (igneous, sedimentary and metamorphic) and their formation.

Outcome Strategy

Students will learn the rock types and their formations through laboratory experiments and homework exercises.

Outcome Method

Students will be evaluated on laboratory experiments, homework exercises and/or test questions. Results (one score) for each students will be reported to the Division Chairperson for Mathematics and Science.

Outcome Criterion

At least 70% of the students will perform the evaluation instrument(s) with at least a 70% correct score.

Strategic Plan Relationship

Basic rock types are fundamental knowledge of the physical universe.

Outcome Results

70 students, from 3 sections, representing one instructor on one campus were evaluated. 86% were successful at the 70% success criteria. The goal was met, but several sections were not represented and only one campus was represented.

Outcome Distance Learning Results

The Distance Learning sections will be evaluated in the future.

Planned Improvement as an Outcome Result

Distance Learning sections will be evaluated in the future.

Planned Distance Learning Improvement as an Outcome Result

Distance Learning sections will be evaluated in the future.

Psychology Education

Plan Period: FY06

Outcome ID#: 243

Outcome Description

Students will demonstrate an ability to understand and critically analyze the scientific method.

Outcome Strategy

Lectures, demonstration exercises, collaborative learning activities, class discussions and electronic media will be used to expose students to the elements of the scientific method.

Outcome Method

At the end of each semester all the students in 3 selected classes in Psych 2301 will be scored using 10 specific MC questions from the final exam pertaining to the scientific method.

Outcome Criterion

The prediction is that 70% of selected students will correctly answer 70% or 10 targeted MC questions pertaining to the scientific method.

Strategic Plan Relationship

The desired outcome above directly relates to the student's ability to read, understand and critically analyze.

Outcome Results

At the beginning of this academic year and as stated in my original "Assessment Method" (Student Outcomes, Learning Enhancement Assessment Plan, 2005, #3), I sought to use, "ten (10) specific multiple-choice questions from the final exam pertaining to the scientific method" as a standardized method of assessment. However, during this academic year, I began to believe less and less in a multiple-choice questions (After a Masters level course in Psychometrics) and adopted a narrative instrument. This instrument was adopted because it better demonstrates a synthesis of the knowledge presented and, as my results demonstrate, teases forth the use of psychological terms and concepts beyond those taught. The scoring rubric adopted for this narrative instrument was crafted in a way that allowed for a minimum answer-material required to demonstrate at least what was proposed in my initial goal. It also allowed for a critical synthesis of concepts and theories beyond what I initially proposed. The scoring rubric for this instrument is as follows;

- 1) Demonstration of a comprehensive knowledge of Psychoanalytic, Humanistic, Social-Cognitive, and Behavioral theories of Psychology.
- 2) A demonstrated ability to assess cultural, societal, and interpersonal pressures on how we define "normal" and "abnormal" behaviors.
- 3) The ability to critically analyze a peer reviewed scientific paper. Their analysis required that the student demonstrate knowledge of Psychological Disorders, treatment options, and a workable understanding of psychotropic medication.
- 4) The ability to trace the etiology of personality from at least four (4) different psychological perspectives and demonstrate how personality is the basis of most psychological science.
- 5) The ability to evaluate in a whole body perspective the physiological, psychological, and behavioral sequellae of emotions and stress.

In the Spring semester, more than eighty-six (86) per-cent of my class achieved a score of seventy (70) or above on this instrument. NOTE: The current review is the result of one faculty member's efforts. The Department has a meeting planned for August to address further changes in these proposals.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Due to the changes made in the last semester-changing from a multiple-choice method of evaluation to a narrative instrument, I will continue to use the narrative instrument. Student learning outcome, as measured by the rubric for this instrument, exceeded the initial goal of seventy (70) percent. When our Department meets in August, I will share these data and continue to press for a better narrative instrument.

Planned Distance Learning Improvement as an Outcome Result

NA

Psychology Education

Plan Period: FY06

Outcome ID#: 244

Outcome Description

Students will demonstrate an ability to understand and critically analyze the ethology of behavior.

Outcome Strategy

Lectures, demonstration exercises, collaborative learning activities, class discussions and electronic media will be used to expose students to the major ethologies of behavior.

Outcome Method

At the end of each semester all the students in 3 selected classes in Psych. 2301 will be scored using 10 specific MC questions from the final exam pertaining to the ethology of behavior.

Outcome Criterion

The prediction is that 70% of selected students will correctly answer 70% of 10 targeted MC questions pertaining to the ethology of behavior.

Strategic Plan Relationship

The outcome above directly relates to the student's ability to read, understand and analyze.

Outcome Results

At the beginning of this academic year and as stated in my original "Assessment Method" (Student Outcomes, Learning Enhancement Assessment Plan, 2005, #3), I sought to use, "ten (10) specific multiple-choice questions from the final exam pertaining to the scientific method" as a standardized method of assessment. However, during this academic year, I began to believe less and less in a multiple-choice questions (After a Masters level course in Psychometrics) and adopted a narrative instrument. This instrument was adopted because it better demonstrates a synthesis of the knowledge presented and, as my results demonstrate, teases forth the use of psychological terms and concepts beyond those taught. The scoring rubric adopted for this narrative instrument was crafted in a way that allowed for a minimum answer-material required to demonstrate at least what was proposed in my initial goal. It also allowed for a critical synthesis of concepts and theories beyond what I initially proposed. The scoring rubric for this instrument is as follows;

- 1) Demonstration of a comprehensive knowledge of Psychoanalytic, Humanistic, Social-Cognitive, and Behavioral theories of Psychology.
- 2) A demonstrated ability to assess cultural, societal, and interpersonal pressures on how we define "normal" and "abnormal" behaviors.
- 3) The ability to critically analyze a peer reviewed scientific paper. Their analysis required that the student demonstrate knowledge of Psychological Disorders, treatment options, and a workable understanding of psychotropic medication.
- 4) The ability to trace the etiology of personality from at least four (4) different psychological perspectives and demonstrate how personality is the basis of most psychological science.
- 5) The ability to evaluate in a whole body perspective the physiological, psychological, and behavioral sequellae of emotions and stress.

In the Spring semester, more than eighty-six (86) per-cent of my class achieved a score of seventy (70) or above on this instrument. NOTE: The current review is the result of one faculty member's efforts. The Department has a meeting planned for August to address further changes in these proposals.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Due to the changes made in the last semester-changing from a multiple-choice method of evaluation to a narrative instrument, I will continue to use the narrative instrument. Student learning outcome, as measured by the rubric for this instrument, exceeded the initial goal of seventy (70) percent. When our Department meets in August, I will share these data and continue to press for a better narrative instrument.

Planned Distance Learning Improvement as an Outcome Result

NA

Psychology Education

Plan Period: FY06

Outcome ID#: 245

Outcome Description

Students will demonstrate an ability to understand and critically analyze major psychological theories.

Outcome Strategy

Lectures, collaborative learning activities, class discussions, electronic media will be used to expose student to major psychological theories.

Outcome Method

At the end of each semester all of the students in 3 sections of Psych 2301 will be scored using 10 specific MC questions from the final exam pertaining to psychological theories.

Outcome Criterion

The prediction is that 70% of selected students will correctly answer 70% of 10 targeted multiple choice questions pertaining to psychological theories questions.

Strategic Plan Relationship

The desired outcome above directly relates to the student's ability to read, understand and critically analyze.

Outcome Results

At the beginning of this academic year and as stated in my original "Assessment Method" (Student Outcomes, Learning Enhancement Assessment Plan, 2005, #3), I sought to use, "ten (10) specific multiple-choice questions from the final exam pertaining to the scientific method" as a standardized method of assessment. However, during this academic year, I began to believe less and less in a multiple-choice questions (After a Masters level course in Psychometrics) and adopted a narrative instrument. This instrument was adopted because it better demonstrates a synthesis of the knowledge presented and, as my results demonstrate, teases forth the use of psychological terms and concepts beyond those taught. The scoring rubric adopted for this narrative instrument was crafted in a way that allowed for a minimum answer-material required to demonstrate at least what was proposed in my initial goal. It also allowed for a critical synthesis of concepts and theories beyond what I initially proposed. The scoring rubric for this instrument is as follows;

- 1) Demonstration of a comprehensive knowledge of Psychoanalytic, Humanistic, Social-Cognitive, and Behavioral theories of Psychology.
- 2) A demonstrated ability to assess cultural, societal, and interpersonal pressures on how we define "normal" and "abnormal" behaviors.
- 3) The ability to critically analyze a peer reviewed scientific paper. Their analysis required that the student demonstrate knowledge of Psychological Disorders, treatment options, and a workable understanding of psychotropic medication.
- 4) The ability to trace the etiology of personality from at least four (4) different psychological perspectives and demonstrate how personality is the basis of most psychological science.
- 5) The ability to evaluate in a whole body perspective the physiological, psychological, and behavioral sequellae of emotions and stress.

In the Spring semester, more than eighty-six (86) per-cent of my class achieved a score of seventy (70) or above on this instrument. NOTE: The current review is the result of one faculty member's efforts. The Department has a meeting planned for August to address further changes in these proposals.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Due to the changes made in the last semester-changing from a multiple-choice method of evaluation to a narrative instrument, I will continue to use the narrative instrument. Student learning outcome, as measured by the rubric for this instrument, exceeded the initial goal of seventy (70) percent. When our Department meets in August, I will share these data and continue to press for a better narrative instrument.

Planned Distance Learning Improvement as an Outcome Result

NA

Psychology Education

Plan Period: FY07

Outcome ID#: 779

Outcome Description

Students will demonstrate the ability to read and comprehend the text associated with General Psychology 2301.

Outcome Strategy

In-class and out-of-class assignments will be utilized to encourage students to read the required text and related resource materials.

Outcome Method

Text specific pre and post reading comprehension tests will be administered in all Psychology 2301 classes. To assure measurement of comprehension of written material, these tests will be derived from text materials which will not be addressed through prior class lectures/discussions, demonstration exercises, or collaborative learning activities,

Outcome Criterion

The expectation is that 50% of all students taking the pre and post reading test will show improvement in their scores on the post-test assessment.

Strategic Plan Relationship

The outcome above directly relates to students ability to read, understand, and critically analyze psychological concepts.

Outcome Results

Below are the results for the pre and post reading tests given in fall 2006 to three sections of PSYC 2301 on the Palestine Campus and four sections of PSYC on the Terrell Campus. the reading tests were not administered in the spring 2007 semester.

TOTAL NUMBER OF STUDENTS TESTING: 130

NUMBER OF STUDENTS REFLECTING READING IMPROVEMENT: 65 (50%)

Outcome Distance Learning Results

This was not used in distance learning courses but will be in the future.

Planned Improvement as an Outcome Result

Continue to emphasize the importance of reading comprehension in all Psychology classes including all campuses as well as distance education courses.

Planned Distance Learning Improvement as an Outcome Result

NA

Psychology Education

Plan Period: FY07

Outcome ID#: 780

Outcome Description

Students will demonstrate an ability to understand and critically analyze the elements of experimental design and the process of experimentation associated with the scientific method.

Outcome Strategy

Lectures, demonstration exercises, collaborative learning activities, class discussions and electronic media will be utilized to expose students to the elements of experimental design and the process of experimentation.

Outcome Method

After presentation of related materials, tests will be administered in all Psychology 2301 classes. The assessment instrument will consist of 10 multiple choice questions targeting the elements of experimental design and the process of experimentation associated with the scientific method.

Outcome Criterion

The prediction is that 70% of the students tested will correctly answer 70% of the targeted questions on the assessment instrument.

Strategic Plan Relationship

The outcome above directly relates to the student's ability to understand and critically analyze the process of experimental design and experimentation.

Outcome Results

Data reported below includes three sections in Palestine, four sections in Terrell and one section in Athens for the fall 2006 term:

TOTAL NUMBER OF STUDENTS COMPLETING TESTING: 181
TOTAL NUMBER OF STUDENTS WITH MASTERY AT 70% OR ABOVE: 101 (56%)

Data below reflects the testing of three sections in Palestine during spring 2007.

TOTAL NUMBER OF STUDENTS COMPLETING TESTING: 47
TOTAL NUMBER OF STUDENTS WITH MASTERY AT 70% OR ABOVE: 32 (68%)

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Since the goal was not reached, additional instruction on the significance of experimental design in psychology will continue until the 70% goal is reached or exceeded with all campuses as well as TDCJ being included.

Planned Distance Learning Improvement as an Outcome Result

These courses will be included in the future.

Psychology Education

Plan Period: FY07

Outcome ID#: 781

Outcome Description

Students will demonstrate an ability to understand and critically analyze the major theoretical perspectives in psychology.

Outcome Strategy

Lectures, demonstration exercises, collaborative learning activities, class discussions and electronic media will be utilized to expose students to the current major perspectives in psychology.

Outcome Method

After presentation of related materials, tests will be administered in all Psychology 2301 classes. The assessment instrument will consist of 20 multiple choice questions targeting concepts associated with the major perspectives in psychology.

Outcome Criterion

The prediction is that 70% of the students will correctly answer 70% of the targeted questions on the assessment instrument.

Strategic Plan Relationship

The above outcome directly relates to the students' ability to critically analyze psychological perspectives.

Outcome Results

The data reported below includes three sections in Palestine and four sections in Terrell for the fall 2006 term.

TOTAL NUMBER OF STUDENTS COMPLETING TESTING: 183

TOTAL NUMBER OF STUDENTS WITH MASTERY AT 70% OR ABOVE: 75 (41%)

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Since the goal of 70% of students competently analyzing current perspectives in psychology was not achieved, renewed emphasis will be placed on the teaching of these perspectives in future classes on all campuses.

Planned Distance Learning Improvement as an Outcome Result

These courses will be included in the future.

Psychology Education

Plan Period: FY08

Outcome ID#: 1282

Outcome Description

Students will demonstrate an ability to understand and critically analyze the elements of experimental design and the process of experimentation associated with the scientific method.

Outcome Strategy

Lectures, demonstration exercises, collaborative learning activities, class discussions and electronic media will be utilized to expose students to the elements of experimental design and the process of experimentation.

Outcome Method

After presentation of related materials, tests will be administered in all Psychology 2301 classes. The assessment instrument will consist of 8 multiple choice questions targeting the elements of experimental design and the process of experimentation associated with the scientific method.

Outcome Criterion

The prediction is that 70% of the students tested will correctly answer 70% of the targeted questions on the assessment instrument.

Strategic Plan Relationship

Outcome Results

Regarding Psychology Leaps #1 outcome for 08 the expected outcome was that 70% of all Psychology students would answer 70% of the questions designed to assess their understanding and mastery of this area. However, the overall average percentage for the entire department was 63.5%. Although there was some concern by one faculty member regarding one test item on our assessment instrument, we have chosen to use the instrument intact since the item represents a fundamental and essential requirement for doing research.

Outcome Distance Learning Results

There was no data available for Leaps 08.

Planned Improvement as an Outcome Result

Since the important area of scientific knowledge appears to be especially challenging to the student we have chosen to put more emphasis on this area. We will add supplemental information through handouts and through more group work to try and improve the knowledge overall of the students.

Planned Distance Learning Improvement as an Outcome Result

Since there were no data available for LEAPS 08, outcomes #1 and #2 for internet Psyc.2301 courses, we will definitely need to provide this data for LEAPS 09.

Psychology Education

Plan Period: FY08

Outcome ID#: 1283

Outcome Description

Students will demonstrate an ability to understand and critically analyze the major theoretical perspectives in psychology.

Outcome Strategy

Lectures, demonstration exercises, collaborative learning activities, class discussions and electronic media will be utilized to expose students to the various current major perspectives in psychology.

Outcome Method

After presentation of related materials, tests will be administered in all Psychology 2301 classes. The assessment instrument will consist of 7 multiple choice questions targeting concepts associated with the current major perspectives.

Outcome Criterion

The prediction is that 70% of the students will correctly answer 70% of the targeted questions on the assessment instrument.

Strategic Plan Relationship

Outcome Results

LEAP #2 data reflected a higher performance level than predicted by our learning out of 70%. Since our students exceeded our 70% goal (73.8), we are going to increase our standards by 5% for the next school year.

Outcome Distance Learning Results

No data was kept separately for Distance Education courses.

Planned Improvement as an Outcome Result

The faculty plans to try and increase the percentage of students passing rate by 5%. Greater emphasis will be placed on current methods.

Planned Distance Learning Improvement as an Outcome Result

Since there were no data available for 08, we definitely will need to provide this data for 09.

Psychology Education

Plan Period: FY09

Outcome ID#: 5719

Outcome Description

Students will demonstrate an ability to understand and critically analyze major psychological perspectives.

Outcome Strategy

Lectures, collaborative learning activities, class discussion, overhead presentations, electronic media will be used to expose students to major psychological perspectives.

Outcome Method

During the fall semester, 2008, all students in the Psychology 2301 sections will be assessed using ten (10) carefully selected, topic-specific multiple-choice questions, designed to ascertain their understanding of the major psychological perspectives.

Outcome Criterion

The prediction or expected outcome is that 75% of the students will correctly answer at least 70% of the ten (10) targeted multiple-choice questions pertaining to the major psychological perspectives.

Strategic Plan Relationship

Students will be able to read, comprehend, analyze, interpret, evaluate, and apply the elements of the scientific method in order to develop a groundwork for a deeper and further understanding of the science of psychology.

Outcome Results

62% of face to face classes answered 70% or better of the 10 targeted multiple choice questions of psychological perspectives. Since our goal was 75% this LEAP was not achieved. Therefore this LEAP will be repeated next semester.

Outcome Distance Learning Results

76% of online classes answered 70% or better of the 10 targeted multiple choice questions of psychological perspectives. Since our goal was 75% this LEAP was not achieved. Therefore this LEAP will be repeated next semester.

Planned Improvement as an Outcome Result

Proposed changes to meet our goals include: hand outs to reinforce content, quizzes to reinforce content, lecture note review: and tie back lecture with an open Q & A format.

Planned Distance Learning Improvement as an Outcome Result

Purpose changes are going to include mandatory online quizzes covering material in this LEAP, mandatory online discussions, and research exercises that will be turned in via online email.

Psychology Education

Plan Period: FY09

Outcome ID#: 5729

Outcome Description

Students will demonstrate an ability to understand and critically analyze the scientific method in Psychology.

Outcome Strategy

Lectures, collaborative learning, class discussion, overhead presentations and electronic media will be used to expose students to the elements of the scientific method and their interrelationships.

Outcome Method

During the Fall semester 2008, all students in the Psychology 2301 sections will be assessed employing ten (10) carefully selected, topic-specific multiple-choice questions designed to ascertain their understanding of the scientific method in Psychology.

Outcome Criterion

The prediction of expected outcome is that at least 70% of the students will correctly answer 70% of the ten (10) targeted multiple choice questions pertaining to the scientific method.

Strategic Plan Relationship

Students will be able to read, comprehend, analyze, interpret, evaluate, and apply the elements of the scientific method in order to develop a groundwork for a deeper and further understanding of the science of psychology.

Outcome Results

67% of face to face classes answered 70% or better of the 10 targeted multiple choice questions of psychological perspectives. Since our goal was 75% this LEAP was not achieved. Therefore this LEAP will be repeated next semester.

Outcome Distance Learning Results

51% of online classes answered 70% or better of the 10 targeted multiple choice questions of psychological perspectives. Since our goal was 75% this LEAP was not achieved. Therefore, this LEAP will be repeated next semester.

Planned Improvement as an Outcome Result

Proposed changes to meet our goals include: hand outs to reinforce content, quizzes to reinforce content, lecture note review and tie back lecture with an open Q & A format.

Planned Distance Learning Improvement as an Outcome Result

Purpose changes are going to include mandatory online quizzes covering material in this LEAP, mandatory online discussions, and research exercises that will be turned in via online email.

Psychology Education

Plan Period: FY10

Outcome ID#: 5952

Outcome Description

Students will demonstrate an ability to understand and critically analyze the scientific method in Psychology.

Outcome Strategy

Collaborative learning activities, this is a distance learning/internet course, class discussion, electronic media will be used to expose students to major psychological perspectives.

Outcome Method

During the fall semester, 2009, all students in the Psychology 2301 sections will be assessed using ten (10) carefully selected, topic-specific multiple-choice questions, designed to ascertain their understanding of the scientific method in psychology.

Outcome Criterion

The prediction or expected outcome is that 75% of the students will correctly answer at least 70% of the ten (10) targeted multiple-choice questions pertaining to the scientific method.

Strategic Plan Relationship

Students will be able to read, comprehend, analyze, interpret, evaluate, and apply the elements of the scientific method in order to develop a groundwork for a deeper and further understanding of the science of psychology.

Outcome Results

Data gathered in this academic year revealed that this department fell short of an overall 75% goal. Data indicated that Leap #1 was mastered by only 66.25%

Outcome Distance Learning Results

The data was this revealed that Distance Education classes met the desired goal with 89% mastering the information

Planned Improvement as an Outcome Result

As a result of these data, psychology instructors have devised a pre and post test for the upcoming year. This will evaluate specific student strengths targeted in the LEAPS and focus learning initiatives to meet our 75% goal. An aggregate number of students tested will be kept to validate this sample.

Planned Distance Learning Improvement as an Outcome Result

Same as above.

Psychology Education

Plan Period: FY10

Outcome ID#: 5953

Outcome Description

Students will demonstrate an ability to understand and critically analyze major psychological perspectives.

Outcome Strategy

Collaborative learning activities, class discussion, overhead presentations, electronic media will be used to expose students to major psychological perspectives.

Outcome Method

During the fall semester, 2009, all students in all Psychology 2301 sections (classroom and internet) will be assessed using ten (10) carefully selected, topic-specific multiple-choice questions, designed to ascertain their understanding of the major psychological perspectives.

Outcome Criterion

The prediction or expected outcome is that 75% of the students will correctly answer at least 70% of the ten (10) targeted multiple-choice questions pertaining to the major psychological perceptives. In addition 70% internet students will answer at least 70% of the 10 targeted multiple choice questions pertaining to the major psychological perspectives.

Strategic Plan Relationship

Outcome Results

This outcome was achieved with a 73% passing rate in 9 classes that were measured thus the goal was met.

Outcome Distance Learning Results

This outcome was not achieved in this group which was the opposite of Leap#1. This group only mastered 61%.

Planned Improvement as an Outcome Result

A pre and post test will be constructed for the upcoming year. This change in evaluation method may more closely show what the classes are achieving.

Planned Distance Learning Improvement as an Outcome Result

Same as above.

Psychology Education

Plan Period: FY11

Outcome ID#: 6375

Outcome Description

Students will demonstrate an ability to understand and critically analyze the scientific method in Psychology.

Outcome Strategy

Collaborative learning activities, this is a distance learning/internet course, class discussion, electronic media will be used to expose students to major psychological perspectives.

Outcome Method

During the fall semester, 2010, all students in the Psychology 2301 sections will be assessed using ten (10) carefully selected, topic-specific multiple-choice questions, designed to ascertain their understanding of the scientific method in psychology.

Outcome Criterion

The prediction or expected outcome is that 75% of the students will correctly answer at least 70% of the ten (10) targeted multiple-choice questions pertaining to the scientific method.

Strategic Plan Relationship

Students will be able to read, comprehend, analyze, interpret, evaluate, and apply the elements of the scientific method in order to develop a groundwork for a deeper and further understanding of the science of psychological.

Outcome Results

Data gathered in this academic year reveal significant progress in both pre and post test scores over the entire departments LEAPS domain "1&2". Data somewhat inconsistent scores at post tests. During this academic year data was drawn from a large heterogeneous sample "N=248 with, 10 classes". Overall data indicate that department wide 66% correctly answered at least 70% of the questions.

Outcome Distance Learning Results

Data gathered in the distance education sections showed 71% correctly answered at least 70% of the questions which was a few points short of the anticipated goal.

Planned Improvement as an Outcome Result

As a result of this data we are going to continue a pre and post test for the upcoming year. This will evaluate specific students strengths and focus further learning initiatives to meet our 75% goal.

Planned Distance Learning Improvement as an Outcome Result

Internet classes will continue to take pre and post tests to focus on the learning initiatives set out in the above captioned LEAPS. To help this process, there will be an explanation (on blackboard discussion board) of overall class goals, at the beginning of each semester until the next evaluation. Also mid semester dialog will focus on progress toward these LEAPS>

Psychology Education

Plan Period: FY11

Outcome ID#: 6376

Outcome Description

Students will demonstrate an ability to understand and critically analyze major psychological perspectives.

Outcome Strategy

Collaborative learning activities, class discussion, overhead presentations, electronic media will be used to expose students to major psychological perspectives.

Outcome Method

During the fall semester, 2010, all students in all Psychology 2301 sections (classroom and internet) will be assessed using ten (10) carefully selected, topic-specific multiple-choice questions, designed to ascertain their understanding of the major psychological perspectives.

Outcome Criterion

The prediction or expected outcome is that 75% of the students will correctly answer at least 70% of the ten (10) targeted multiple-choice questions pertaining to the major psychological perceptives. In addition 70% internet students will answer at least 70% of the 10 targeted multiple choice questions pertaining to the major psychological perspectives.

Strategic Plan Relationship

Outcome Results

Data gathered in this academic year reveal significant progress in both the pre and post test scores over the entire departments LEAPS domain#1. Data somewhat inconsistent scores at post tests. During the academic year data was drawn from a large homogeneous sample"N=248 with, 10 classes". &4% of the students scored 70 or better which fell short of the anticipated goal by 1% point.

Outcome Distance Learning Results

The data for distance education courses revealed that 74% of the students scored 70 or better on their questions. This was the same percentage as the face to face classes. This included 3 classes with N=76. While some of this data indicates that the department fell short of the 75% goal, we are making significant progress over last years data.

Planned Improvement as an Outcome Result

As a result of this data we are going to continue a pre and post test for the coming year. This will evaluate specific students strengths and focus further learning initiatives to meet our 75% goal.

Planned Distance Learning Improvement as an Outcome Result

Internet classes will continue to take pre and post tests to focus the learning initiatives set out in the above captioned LEAPS. To help this process, there will be an explanation (on blackboard discussion board) of overall class goals, at the beginning of each semester until the next evaluation. Also mid semester dialog will focus on

progress toward these LEAPS.

Sociology Education

Plan Period: FY06

Outcome ID#: 270

Outcome Description

Students will be able to compare and critically analyze the 3 major sociological theoretical orientations.

Outcome Strategy

There will be a lecture description of each theory. Examples will then be given and discussed. Finally, the class will examine the examples given on the text.

Outcome Method

Each test will have several multiple choice questions in which the students must determine which theory best fits that example. The instructor will keep an accumulation of the number of correct and incorrect responses.

Outcome Criterion

50% will correctly answer at least 1/2 of all the theory questions asked of the students.

Strategic Plan Relationship

This promotes understanding and critical thinking about theoretical perspectives.

Outcome Results

In the pretests in the fall and spring over 60% of the class got less than 1/2 of all questions after a discussion and examples only 5 students or 5% got less than 1/2 of all questions. 95% met the rule of over 1/2.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

This was based on students which took all the scheduled tests. However, there was a policy that you could miss one test and have the final count twice. We want to check and see if it holds up if we count those who missed one test.

Planned Distance Learning Improvement as an Outcome Result

NA

Sociology Education

Plan Period: FY06

Outcome ID#: 271

Outcome Description

Students will be able to demonstrate an understanding and appreciation of persons from diverse backgrounds and cultures.

Outcome Strategy

Units and culture, race relations, and family backgrounds will be presented in the courses we teach. Lectures, discussions, and assignments will be presented to implement these areas.

Outcome Method

Students will give an oral presentation/report to the class, each semester in 3 sections of SOCI 1301.

Outcome Criterion

65% of students will be able to perform at a C level (70%) on an oral presentation/report.

Strategic Plan Relationship

This helps the student orally communicate before a group and helps them think critically about races, cultures, and backgrounds.

Outcome Results

39% of the classes made A's in the fall and spring. 40% made B's. 9% made C's and F's and 3% made D's. Therefore, 88% made a 70 or above. The objective was met.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

While the objective was met, I feel that the grading requirements were not strenuous enough. New grading standards will be made and then the classes will be checked to see if 70% pass. I was not satisfied with this and will continue it next year with stricter guidelines and include part time faculty.

Planned Distance Learning Improvement as an Outcome Result

NA

Sociology Education

Plan Period: FY06

Outcome ID#: 272

Outcome Description

Students will be able to recognize and understand basic sociological concepts and terms.

Outcome Strategy

Films and lectures will demonstrate to the students the basic concepts and terms used in sociology.

Outcome Method

Pre and Post tests will be given during each semester. All students in 3 sections of SOCI 1301 will be scored on MC questions targeted at basic sociological concepts.

Outcome Criterion

65% of the class will be able to perform at a C (70%) level. Additional assignments and presentations will help the other 35% in future evaluations.

Strategic Plan Relationship

This outcome relates to reading comprehension in that they are required to critically read the text and show a knowledge of sociology in general.

Outcome Results

82% of the students in the fall and spring performed at a 70% level. Only 2 people did less than 70% in the spring compared to 12 in the fall. Progress was made from the fall to the spring.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

To get the 18% up to a 70% level, I will divide into groups of 5 and have each group make up examples of questions and drill till each member knows the examples and then have a second test to get a better improve percentage. We will further monitor this in 2006-2007 to see if we can maintain this.

Planned Distance Learning Improvement as an Outcome Result

NA

Sociology Education

Plan Period: FY07

Outcome ID#: 472

Outcome Description

Students will be able to recognize and understand and basic sociological concepts and terms.

Outcome Strategy

Films lectures, practice test and group work will demonstrate to the students the basic concepts and terms used in sociology.

Outcome Method

Three to five basic questions will be given by both full and part-time faculty from each unit in the text.

Outcome Criterion

75% of the class will be able to perform at a 75% level on all of these combined. Group work will hopefully help those on the first few tests who seem to be having problems. It will be checked after chapters 1-4, 5-10, 11-15 and 16 on.

Strategic Plan Relationship

This outcome is related to reading comprehension and critical thinking. They must read the chapters and be able to apply it to example questions.

Outcome Results

75% of the students in Sociology 1301 classes performed at a 72.9% level on the tests given by full and part-time instructors.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

More research is necessary with renewed emphasis on the learning lab, tutoring and networking in groups.

Planned Distance Learning Improvement as an Outcome Result

NA

Sociology Education

Plan Period: FY07

Outcome ID#: 473

Outcome Description

Students will be able to demonstrate an appreciation of persons from diverse cultures and different nations.

Outcome Strategy

Presentations on race relations and diverse family background will be presented in Sociology 1306 on 2301. Discussions of basic principles of race and family background will be given as well as discussions and assignments to implement these areas.

Outcome Method

Students will give an oral presentation or a written presentation (option to be chosen by individual teachers) to the class or instructor.

Outcome Criterion

75% of the students will be able to perform at a 70% level on the presentation/report.

Strategic Plan Relationship

This helps the student to orally communicate before a group or to compile information in a written form to help them think critically about races and family backgrounds.

Outcome Results

The goal was achieved. 97% of students performed at a C level or better.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

This strategy of presentations will be retained for the future and teachers will monitor it to make sure that the quality level of the presentations remain the same.

Planned Distance Learning Improvement as an Outcome Result

NA

Sociology Education

Plan Period: FY07

Outcome ID#: 474

Outcome Description

Students will be able to recognize and recall persons who are important in the study of sociology.

Outcome Strategy

Class discussions and lectures will be used to introduce these individuals to the classes. The students will also read about them in the text.

Outcome Method

A pretest will be given to all classes and then individual questions on these individuals will be given in the semester tests.

Outcome Criterion

70% of the students will be able to identify these individuals. They will be checked after each test and if they are not 70%, then additional presentations will be given. Common questions will be given by full and part-time faculty.

Strategic Plan Relationship

This is related to reading comprehension and demonstrating an ability to memorize factual information.

Outcome Results

The goal of 70% was exceeded. The actual figure from testing all full and part-time faculty was 76%.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

The Sociology faculty will try to improve on the FY07 percentage with more emphasis on tutoring and the learning lab for those students failing to achieve the goal.

Planned Distance Learning Improvement as an Outcome Result

NA

Sociology Education

Plan Period: FY08

Outcome ID#: 985

Outcome Description

Students will be able to identify and describe the characteristics of social stratification in relation to real life.

Outcome Strategy

This will be a pilot project designed to determine if other full or part time faculty will use this project in their classes. The classes will play a game of monopoly with several altered rules. A discussion of the class system will be presented and students will be divided into networking groups to discuss ideas for an essay question.

Outcome Method

The students will be able to write an individual paper which will be 20% of their grade for the unit.

Outcome Criterion

65% of the class will be able to perform at a 70% level on the writing of their essays. This will amount to a 14 out of 20.

Strategic Plan Relationship

The outcome is related to being able to communicate clearly and effectively in written English and to demonstrate critical thinking skills.

Outcome Results

NA

Outcome Distance Learning Results

Only 5% performed at a 70% level. 95% performed at a 60% level. The general opinion was that students were not able to think critically beyond the surface level.

Planned Improvement as an Outcome Result

It is suggested that either a lecture with handouts or a speaker on how to think critically be used before the exercise is done. Only one period was used in group work for suggestions on the paper. It is recommended that two periods be used to increase collaboration efforts.

Planned Distance Learning Improvement as an Outcome Result

NA

Sociology Education

Plan Period: FY08

Outcome ID#: 1287

Outcome Description

Students will be able to recognize and explain the ethical issues that arise in sociological research.

Outcome Strategy

Outside readings as well as the course textbook will be used to expose the students to the ethical issues used in research.

Outcome Method

A power point or written presentation will be given by each student in class demonstrating the mastery of the concept of ethics. The large number of presentations will help to reinforce the educational material. These will be used by full and part time faculty.

Outcome Criterion

A scoring criteria sheet similar to the one used by the Speech Department will be used to test the students and 70% of the students will be able to perform at a 70% level.

Strategic Plan Relationship

This outcome is related to students reading comprehension and critical thinking ability. The students will be able to demonstrate they can apply the concepts they learned through the presentations. If the power point presentation is used it will show the students ability to use computer based technology for communicating ideas.

Outcome Results

The data revealed that this objective was achieved two years in a row. A new topic will be chosen for the presentations and less emphasis will placed on this area.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Because the objective was achieved for a 2 year period this outcome will be dropped for the next year. It is felt that significant progress has been made in this area and will shift to a different topic.

Planned Distance Learning Improvement as an Outcome Result

NA

Sociology Education

Plan Period: FY08

Outcome ID#: 1289

Outcome Description

Students will be able to recognize and understand basic sociological principles. This is a carry over from last year.

Outcome Strategy

Films, lectures, practice tests, and group work will demonstrate to the student the basic concepts and terms used in sociology.

Outcome Method

Three tests will be given by both full and part time professors during the semester over basic sociological terms.

Outcome Criterion

75% of the students will be able to perform at a 75% level on all three of these tests combined. This leap is being reused because 75% performed at a 72.9% level last year. We failed to meet the objective by a 2.1% margin and we are going to try and meet it this year.

Strategic Plan Relationship

This outcome is related to reading comprehension and critical thinking. They must read the chapters and be able to apply it to example questions.

Outcome Results

This year 79% of the students performed at a 75% level. This improved over the previous year when they performed at a 72.9% level. The outcome was achieved.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

This will be used again next year with an increase in the performance level. Since we achieved a 79% level then we will try and improve it to 80% this next time.

Planned Distance Learning Improvement as an Outcome Result

NA

Sociology Education

Plan Period: FY09

Outcome ID#: 5735

Outcome Description

Students will be able to identify and describe the characteristics of social stratification in relation to real life.

Outcome Strategy

Students will be able to identify terms, theories, and ideas about the stratification system as well as presenting ideas of how stratification affects life. Professors will lecture and show film on stratification and some may choose as an optional exercise the playing of monopoly with its modified rules. If the option is used students will be divided into networking groups to discuss ideas of stratification and life.

Outcome Method

Students will either be given an essay discussing stratification and its impact on real life or answer a series of multiple choice questions about stratification.

Outcome Criterion

If an essay is chosen 70% of the students will be able to score a 14 out of 20 on the essay. If multiple choice questions are chosen then 70% of the students will score 7 out of ten questions correctly.

Strategic Plan Relationship

Outcome Results

Sections in both Athens and Palestine were given to the students and the following results were achieved. Only 60% of the sections were able to score 70%. On the multiple choice questions; however, 72% scored 70% or better. Students apparently prefer picking answers rather than writing them.

Outcome Distance Learning Results

Distance education students performed at a 73% level when these questions were included in the distance tests. They were separated this year from face to face students.

Planned Improvement as an Outcome Result

We failed to receive data from one campus adjunct but we will focus on getting this new data in the future and we will focus on the essay requirement new year.

Planned Distance Learning Improvement as an Outcome Result

This will continue to be looked at separately from face to face classes in the future.

Sociology Education

Plan Period: FY09

Outcome ID#: 5739

Outcome Description

Students will be able to recognize and understand basic sociological principles. This is a carry over from last year.

Outcome Strategy

Films, lectures, practice tests, and group work will demonstrate to the student the basic concepts and terms used in sociology.

Outcome Method

Three tests will be given by both full and part time professors during the semester over basic sociological terms.

Outcome Criterion

Three fourths of the students will demonstrate a 75% level of understanding by answering 15 out of 20 multiple choice questions. This is a modification of the scoring performance that was used last year.

Strategic Plan Relationship

This outcome is related to reading comprehension and critical thinking. They must read the chapters and be able to apply it to example questions.

Outcome Results

The LEAP outcome was that 75% will demonstrate a 75% level of understanding. This outcome actually achieved a 76.6% level demonstrating the 75% level of understanding. We have achieved our LEAP for a 2 year period with an increase.

Outcome Distance Learning Results

Distance education students were not included.

Planned Improvement as an Outcome Result

We will try and sustain the higher percentage again this year and get more participation from our correctional education students. We also feel that it is more related to General Education outcome of critical thinking and reading will be dropped.

Planned Distance Learning Improvement as an Outcome Result

This group will be looked at separately next year.

Sociology Education

Plan Period: FY10

Outcome ID#: 5956

Outcome Description

Students will be able to identify and describe the characteristics of social stratification in relation to real life. This is a carry over from last year because the Leap wasn't met.

Outcome Strategy

Students will be able to identify terms, theories, and ideas about the stratification system as well as presenting ideas of how stratification affects life. Professors will lecture and show film on stratification and some may choose as an optional exercise the playing of monopoly with its modified rules. If this option is used students will be divided into networking groups to discuss ideas of stratification and real life.

Outcome Method

Students will either be given an essay discussing stratification and its impact on real life or answer a series of multiple choice questions about stratification.

Outcome Criterion

If an essay is chosen 70% of the students will be able to score a 14 out of 20 on an essay. If multiple choice questions are chosen then 70% of the students will score 7 out of 10 questions correctly.

Strategic Plan Relationship

By relating stratification to real life it will cause the student to use critical thinking skills.

Outcome Results

The average score when using the essay method was 13 out of 20 while the use of the multiple choice scored a 71. Therefore the instructors were right at the target level for the year.

Outcome Distance Learning Results

Distance education was included in the multiple choice portion of the course. 71% scored a 70 or better on the multiple choice questions.

Planned Improvement as an Outcome Result

More emphasis on writing critical essays will be put into place. A possible guest lecture on writing critically will probably be employed as well as group work to brainstorm ideas before the essay is written.

Planned Distance Learning Improvement as an Outcome Result

Achieved goal in this area.

Sociology Education

Plan Period: FY10

Outcome ID#: 5957

Outcome Description

Students will be able to recognize and understand basic sociological principles. This is a carry over from last year with the percentages made higher.

Outcome Strategy

Films, lectures, practice tests, and group work will demonstrate to the student the basic concepts used in sociology.

Outcome Method

Three tests will be given by both full and part time professors during the semester employing 30 embedded questions in the three tests.

Outcome Criterion

80% of the students will demonstrate a 70% level of understanding by answering 21 out of 30 multiple choice questions.

Strategic Plan Relationship

It is one.

Outcome Results

In analyzing the data it was determined that 75.73 % of the students taking the test performed at a 70% level. This was under the target of 80%.

Outcome Distance Learning Results

This was included in the regular face to face classes.

Planned Improvement as an Outcome Result

The instructors will give prequizzes to determine whether re-teaching will be necessary to achieve the goal in the future. The classes will be divided into study groups to help each other understand the definitions and be able to pick out examples of terms used in the course.

Planned Distance Learning Improvement as an Outcome Result

These will be separated from the face to face classes in the future.

Sociology Education

Plan Period: FY11

Outcome ID#: 6368

Outcome Description

Students will be able to identify and describe the characteristics of social stratification in relation to real life. This is a carry over from last year because the LEAP wasn't met.

Outcome Strategy

Students will be able to identify terms, theories, ideas about the stratification system as well as presenting ideas of how stratification affects life. Professors will lecture and show film on stratification and some may choose as an optional exercise the playing of monopoly with its modified rules. If this option is used students will be divided into networking groups to discuss ideas of stratification and real life.

Outcome Method

Students will either be given an essay discussing stratification and its impact on real life or answer a series of multiple choice questions about stratification.

Outcome Criterion

If an essay is chosen 75% of the students will be able to score a 14 out of 20 on an essay. If multiple choice questions are chosen then 75% of the students will score 7 out of 10 questions correctly.

Strategic Plan Relationship

By relating stratification to real life it will cause the student to use critical thinking skills.

Outcome Results

This Leap did not meet expectations because only 71% meet the 14 out of 20 instead of 75%. More emphasis will be placed on writing essays with perhaps some outside English instructors coming in and presenting the topic of critical thinking. The other option was to give multiple choice questions and that choice might be used in face classes next semester.

Outcome Distance Learning Results

The multiple choice option was used here and 73% meet expectations of 7 out of 10. This semester classes seem to be more diverse and with a wider range of grades from students. We will repeat this leap for next year. We reached the goal of 70% but are finding it hard to hit 75%.

Planned Improvement as an Outcome Result

We will probably go with the multiple choice option and see if that makes a difference.

Planned Distance Learning Improvement as an Outcome Result

More group work on the reviews will be emphasized in an effort to try and get the students more involved.

Sociology Education

Plan Period: FY11

Outcome ID#: 6369

Outcome Description

Students will be able to recognize and understand basic sociological principles. This is a carry over from last year with the percentages made higher.

Outcome Strategy

Films, lectures, practice tests, and group work will demonstrate to the student the basic concepts used in sociology.

Outcome Method

Three tests will be given by both full and part time professors during the semester employing 30 embedded questions in the three tests.

Outcome Criterion

80% of the students will demonstrate a 70% level of understanding by answering 21 out of 30 multiple choice questions.

Strategic Plan Relationship

It is one of the general education outcomes.

Outcome Results

While we improved our % over last year we did not meet 80%. We scored 76% but found it hard to hit the 80%. This years students seem to have a wider range of grades than in the past and so more emphasis will be place on seeing that they know the material.

Outcome Distance Learning Results

This was the same as the face classes. They hit 75.8% but were unable to hit the 80% mark.

Planned Improvement as an Outcome Result

More group work on the review sheets will be incorporated into the face classes to try stimulate students to become more proactive in their classes.

Planned Distance Learning Improvement as an Outcome Result

A biweekly discussion will be employed this next year to help see what the students are comprehending. We have done this in the past and it seemed to help some so more emphasis will be placed in this area.

Speech Education

Plan Period: FY06

Outcome ID#: 364

Outcome Description

Students who complete Speech 1311 or 1321 will demonstrate an understanding of basic communication elements.

Outcome Strategy

Class discussion, lectures, and analysis of real-life scenarios will expose students to communication elements and will enable students to recognize these elements in all communication episodes.

Outcome Method

Students will be given pre- and post-tests to determine their understanding of the basic communication elements.

Outcome Criterion

Students who do not score at least 50% on the pre-test will show at least a 15% improvement on the post-test.

Strategic Plan Relationship

This outcome directly relates to students' ability to communicate and will also improve reading comprehension and critical thinking. Students will be required to read the textbook and apply that knowledge in analyzing communication episodes.

Outcome Results

The pre-test revealed that 13% of the students scored less than 50%. Of those who took the post test, only 5% scored less than 50%. Additionally, the average score of those who scored below 50% on the pre-test was 39%, and the average score of those who scored below 50% on the post-test was 46%, an increase of 8%.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

I would still like to see that more students comprehend and can recall the basic elements of communication. I want to spend more class time focused on these basic elements, and I want to incorporate more assignments and quizzes that reiterate these concepts so that students can truly become more communicatively competent.

Planned Distance Learning Improvement as an Outcome Result

NA

Speech Education

Plan Period: FY06

Outcome ID#: 365

Outcome Description

Students who complete Speech 1321 will be able to conduct an informative interview.

Outcome Strategy

Class discussion, lectures, and role play will expose students to proper interviewing techniques whether they are the interviewer or the interviewee. Students will be required to conduct an information interview and submit a report which discusses the process of the interview and the information gathered.

Outcome Method

Students' interview reports will be evaluated using a scoring rubric which grants points for interview technique, organization, information gathered, and the quality of the written report.

Outcome Criterion

Seventy percent of students will score at least a 70% on a scoring rubric.

Strategic Plan Relationship

This outcome directly relates to oral communication and written communication.

Outcome Results

The rubric used to score the interview projects assessed the student's skill and in conducting the interview and how well they gathered and presented the information required by the assignment. Of the students who turned in an interview project, 14% scored below 70%. The average score of all projects was 76%.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

I feel that the results show that my instruction during lecture and in-class assignments that focus on interviewing are successful. I will continue to add new outside sources of information (other than the text, that is) to broaden my students' understanding of the interview process and how to assess its outcomes.

Planned Distance Learning Improvement as an Outcome Result

NA

Speech Education

Plan Period: FY06

Outcome ID#: 366

Outcome Description

Students who complete Speech 1311 or 1321 will be able to demonstrate effective public speaking skills to include researching a topic, selecting and organizing material appropriate for the intended audience, writing an introduction, conclusion, and body of the speech and an outline of the speech, and effectively presenting this speech.

Outcome Strategy

Class discussion, lectures, and analysis of real-life speeches will expose students to effective public speeches.

Outcome Method

Students' speaking skills will be evaluated using a rubric which grants points for organization, quality and scope of information presented, and effective presentation.

Outcome Criterion

Seventy percent of students will score at least 70% on the scoring rubric.

Strategic Plan Relationship

This outcome directly relates to students; ability to demonstrate effective oral communication, reading comprehension, and writing comprehension.

Outcome Results

The scoring rubric for the speeches assessed all areas of speech creation from research and organization to use of body language and incorporation of a visual aid. The average score on the speech was 78.3%. Additionally, 16% of students scored less than 70% on this assignment.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

While the results indicate that instruction provided by the instructor and the efforts put forth by the students led to success in researching, organizing, and presenting a public presentation. I would still like to have more hands-on assignments in the classroom that pertain to this process and will work toward this end.

Planned Distance Learning Improvement as an Outcome Result

NA

Speech Education

Plan Period: FY07

Outcome ID#: 632

Outcome Description

Students will be able to communicate more effectively. They will understand the communication process, the effects of various aspects of culture (ethnicity, gender, age, language, etc.) on communication, how to deal effectively with conflict, and how to communicate appropriately and effectively in a variety of situations.

Outcome Strategy

Class discussions, lectures, video clips, and roll play will be utilized to introduce the concepts of communicative competence; this will allow students to evaluate and assess competent as well as incompetent communication.

Outcome Method

Students will respond to written questions about the effectiveness and appropriateness of communicative behavior in particular scenarios. Their responses will determine their understanding of communicative competence.

Outcome Criterion

Success will be achieved if the average score of students responding to the competence pre- and post-tests increases by at least 10 points.

Strategic Plan Relationship

This outcome directly relates to students' abilities to communicate clearly and effectively in both oral and written English, and their abilities to understand and appreciate cultural and ethnic diversity.

Outcome Results

This year, faculty utilized a pre- and post-test method for determining communicative competence. Most (92%) of the students did improve their score, but only 54% increased their score by 10 or more points. It was noted that students were, on average, scoring 83% or higher on the pre-test, so vast improvement was not found. Data came from all but one speech faculty member.

Outcome Distance Learning Results

Only one instructor taught a distance course, and he did not give pre-and post-tests in this course.

Planned Improvement as an Outcome Result

One change involves the testing instrument. The test given this past year was perhaps not detailed enough to cover specifically all the elements deemed essential for competence for students in 1311. A revision in the test is being made. Secondly, pre- and post-tests will not be administered, only a post-test. All that needs to be confirmed is that students who complete the course have mastered particular skills, regardless of their skills upon entering the course.

Planned Distance Learning Improvement as an Outcome Result

Speech faculty are working not only to improve the testing instrument but to incorporate it into all 1311 courses. Due to changes in course offerings, only a few SPCH 1311 courses will be taught beginning in the fall of 2007, but

there is agreement that testing/analysis of students must be consistent among face-to-face and distance courses.

Speech Education

Plan Period: FY07

Outcome ID#: 633

Outcome Description

Students in Speech 1311 will be able to research, write, organize, and present a variety of public speeches which include a type-written outline and at least one PowerPoint presentation.

Outcome Strategy

Lecture, class discussions, and various exercises and activities will guide students through the speech creation and presentation process.

Outcome Method

Each student presentation with corresponding type-written outline will be evaluated using a rubric on which each skill assessed will be assigned a numeric point value.

Outcome Criterion

Seventy percent of students will earn at least 70 points on the rubric on at least one of the speech assignments.

Strategic Plan Relationship

This outcome directly relates to students' abilities to communicate clearly and effectively in both oral and written English and improves their reading skills which focus on comprehending, analyzing, interpreting, and evaluating printed materials. They will also utilize computer-based technology in accessing information, solving problems, and communicating.

Outcome Results

It is obvious that speech students are learning the proper steps to researching, organizing, and delivering public speeches with a visual aid. On average, only 1.5% or fewer students were not able to score at least 70% on a scoring rubric on at least one speech which includes a visual aid. The rubrics used by speech instructors specify each characteristic of an effective public speech, so students' scores reflect that they understand the process and that they can fulfill the expectations of their instructors. Data came from all but one speech instructor.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

No changes are warranted in regards to the LEAP, but 100% participation from faculty should be reached in the future.

Planned Distance Learning Improvement as an Outcome Result

NA

Speech Education

Plan Period: FY07

Outcome ID#: 634

Outcome Description

Students in Speech 1315 will be able to research, write, organize, and present a variety of public speeches which include a type-written outline and at least one PowerPoint presentation.

Outcome Strategy

Lecture, class discussions, and various exercises and activities will guide students through the speech creation and presentation process.

Outcome Method

Each student presentation with corresponding type-written outline will be evaluated using a rubric on which each skill assessed will be assigned a numeric point value.

Outcome Criterion

Seventy percent of students will earn at least 70 points on the rubric on at least one of the speech assignments.

Strategic Plan Relationship

This outcome directly relates to students' abilities to communicate clearly and effectively in both oral and written English and improves their reading skills which focus on comprehending, analyzing, interpreting, and evaluating printed materials. They will also utilize computer-based technology in accessing information, solving problems, and communicating.

Outcome Results

Students in Speech 1315 have a great deal of exposure to the correct way to create and deliver effective public presentations, and their scores on their speeches reflect their understanding of the process and their ability to create and present effective speeches accompanied by PowerPoint presentations. On average, 5% or fewer students could not score at least 70% on the scoring rubric on at least one speech, most students scoring at least 75% on all of their speeches. Data was received from all but one speech faculty member.

Outcome Distance Learning Results

Only one distance SPCH 1311 course was taught in the fall and spring semesters, respectively. A total of 35 students attempted to create and deliver an effective public presentation, scoring at least 80% on a scoring rubric, and 34 (97%) were successful.

Planned Improvement as an Outcome Result

No changes are warranted as this time other than 100% faculty participation.

Planned Distance Learning Improvement as an Outcome Result

No changes are warranted at this time.

Speech Education

Plan Period: FY07

Outcome ID#: 635

Outcome Description

Students in Speech 1321 will be able to effectively conduct an informational interview, assess the information gathered, and present the information in a properly formatted type-written format.

Outcome Strategy

Information from the textbook and handouts, class lectures, and discussion will be utilized to introduce interviewing skills, and assignments will allow students the opportunity to practice their skills.

Outcome Method

The type-written report presented by each student will be scored using a rubric which evaluates the type and quality of information gathered during the interview, the organization of the information, as well as the student's ability to write effectively and correctly. Each skill area will be assigned a point value.

Outcome Criterion

Seventy percent of students will earn at least 70 points on the scoring rubric.

Strategic Plan Relationship

This outcome relates to students' abilities to communicate effectively in oral and written English. The interview itself requires oral communication skills, and the type-written report will reveal students' writing skills.

Outcome Results

While the scores showed that as many as 100% to as few as 58% of students scored 70% or higher on the rubric for their interview reports, on average, only 16.5% of students in Speech 1321 did not score at least 70% on their interview projects. It is clear that this effective interviewing and writing skills are being taught by instructors and are being followed by students.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

No changes are warranted.

Planned Distance Learning Improvement as an Outcome Result

NA

Speech Education

Plan Period: FY07

Outcome ID#: 636

Outcome Description

Students in Speech 1321 will be able to communicate more effectively. They will understand the communication process, the effects of various aspects of culture (ethnicity, gender, age, language, etc.) on communication, how to deal effectively with conflict, and how to communicate appropriately and effectively in a variety of situations.

Outcome Strategy

Class discussions, lectures, video clips, and roll play will be utilized to introduce the concepts of communicative competence; this will allow students to evaluate and assess competent as well as incompetent communication.

Outcome Method

Students will respond to written questions about the effectiveness and appropriateness of communicative behavior in particular scenarios. Their responses will determine their understanding of communicative competence.

Outcome Criterion

Success will be achieved if the average score of students responding to the competence pre- and post-tests increases by at least 10 points.

Strategic Plan Relationship

This outcome directly relates to students' abilities to communicate clearly and effectively in both oral and written English, and their abilities to understand and appreciate cultural and ethnic diversity.

Outcome Results

This year, pre- and post-tests were given to determine the rise in communicative competence as a result of the information learned in Speech 1321. Results from the tests reveal that not all students' score rose by 10 points. This may in part be due to the fact that the average pre-test score was 87%, leaving little room for improvement. In a couple of cases, students scores plummeted. In each of these cases, it was determined that students answered erroneously on purpose, even bubbling in answers that were not even available (answering "E" when choices were A,B,C, or D). It seems apparent students were tired of continuous testing, especially tests that did not directly affect their course grade.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

One change that will be made is alteration of the testing instrument itself. The test needs to measure more specifically the skills utilized in effective and appropriate communication. Secondly, only a post-test will be used in the future. This will reduce the number of times students are tested and will still provide the information sought: do students have knowledge of appropriate and effective communication?

Planned Distance Learning Improvement as an Outcome Result

NA

Speech Education

Plan Period: FY07

Outcome ID#: 637

Outcome Description

Students in Speech 1321 will be able to research, write, organize, and present a variety of public speeches which include a type-written outline and at least one PowerPoint presentation.

Outcome Strategy

Lecture, class discussions, and various exercises and activities will guide students through the speech creation and presentation process.

Outcome Method

Each student presentation with corresponding type-written outline will be evaluated using a rubric on which each skill assessed will be assigned a numeric point value.

Outcome Criterion

Seventy percent of students will earn at least 70 points on the rubric on at least one of the speech assignments.

Strategic Plan Relationship

This outcome directly relates to students' abilities to communicate clearly and effectively in both oral and written English and improves their reading skills which focus on comprehending, analyzing, interpreting, and evaluating printed materials. They will also utilize computer-based technology in accessing information, solving problems, and communicating.

Outcome Results

In Speech 1321, an average of only 8% of students scored less than 70% on a scoring rubric, revealing that they could research, organize, and deliver an effective public presentation with a PowerPoint visual aid. It is clear that public presentation skills are learned and practiced by Speech 1321 students. The scoring rubric delineates points for various skills, including the organization of the outline, quality of research, nonverbal skills, and the effectiveness of their visual aid.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

No changes are warranted at this time.

Planned Distance Learning Improvement as an Outcome Result

NA

Speech Education

Plan Period: FY08

Outcome ID#: 1216

Outcome Description

Students in SPCH 1311 (Fundamentals of Speech), 1315 (Public Speaking) and 1321 (Business and Professional Speech) will be able to create and present an effective and appropriate public speech.

Outcome Strategy

Through lecture, class assignments, and videos, students will be exposed to and made to practice the proper methods of creating an appropriate speech (audience analysis, topic selection, research) and presenting an effective speech (research, organization, oral and physical aspects of presentation).

Outcome Method

Student presentations will be evaluated using a rubric which covers all of the following areas:

Appropriateness and effectiveness of topic for particular audience

Creation of effective introduction with effective attention getter and thesis

Development and organization of main points and supporting material

Proper citation of borrowed information

Creation of effective conclusion with summary of main points and concluding remark

Effective and appropriate nonverbal behaviors to include eye contact, gesture patterns, posture, volume, and fluency

Effective verbal behaviors to include word choice, pronunciation, and clarity

Outcome Criterion

Seventy percent of students will earn at least 70 points on the rubric on at least one of the speech assignments.

Strategic Plan Relationship

Students in speech courses learn the skills necessary to communicate appropriately and effectively in a public format. They learn the process of creating, organizing, and presenting a public speech and the verbal and nonverbal qualities that make that speech successful.

Outcome Results

SPEECH 1315 is taught on three campuses, at TDCJ, and on-line/TV. Despite the variety of mediums, student demographics, and instructors, the results are exceptional. In FY08, 86%/fall and 89%/spring students who attempted the speech assignment in face-to-face courses successfully met the criteria established by the LEAP. There are fewer students who enroll in Speech 1321, but a public speaking assignment is no less important. In FY08, 93%/fall and 94%/spring students who attempted the speech assignment successfully met the criteria established by the LEAP.

The rubrics used by speech instructors, in both 1315 and 1321, delineate the standards for each part of the speech, and students must score at least 70% of the available points to be considered successful speech makers.

Outcome Distance Learning Results

Of the students enrolled in Speech 1315 on-line courses, 79%/fall and 82%/spring of the students who attempted the speech assignment successfully accumulated at least 70% of the available points on the rubric.

Planned Improvement as an Outcome Result

I believe we should increase the minimum percentage of points considered successful. Creating and delivering an appropriate and effective public speech is not difficult; it is a matter of following directions, researching adequately, writing effectively, and practicing the performance. At least 80% of our students who attempt to create a speech should be able to successfully accumulate at least 80% of the points on the scoring rubric. The teaching styles, methods, and curriculum appear to be effective in training students and developing their speaking skills. Additionally, TVCC instructors work to create comfortable, supportive environments that support learning and appropriate risk-taking by our students.

Planned Distance Learning Improvement as an Outcome Result

We have always utilized a hybrid form of teaching where on-line students--except the few VCT students--gather on campus to present their speeches before their instructor and an audience. I believe this makes the distance courses more personable and affords the instructor the opportunity to personally monitor, instruct, and encourage each student. Additionally, our instructors are generally quick to respond to students via e-mail and provide the attention distance students need in order to feel supported.

Speech Education

Plan Period: FY08

Outcome ID#: 1217

Outcome Description

Students in SPCH 1321 (Business and Professional Speech) will be able to conduct an informational interview, synthesize the information gathered, and present the information in a properly formatted type-written report.

Outcome Strategy

Information from the textbook and handouts, lecture, and class discussion will introduce interviewing skills and proper report writing, and class assignments will allow students the opportunity to practice their skills.

Outcome Method

Students will learn how to conduct an effective interview by being shown the steps of establishing the purpose, determining whom to interview, writing and organizing the questions, contacting the interviewee, behaving appropriately, both verbally and nonverbally, taking thorough notes, synthesizing the information gathered, and typing an organized report according to Standard American English and MLA standards.

The type-written report presented by each student will be scored using a rubric which evaluates the type and quality of information gathered during the interview, the organization of the information presented, as well as the student's ability to write effectively and correctly. Each skill area will be assigned a point value.

Outcome Criterion

Seventy percent of students will earn at least 70 points on the scoring rubric.

Strategic Plan Relationship

In the interview and report-writing assignment, students will have to communicate effectively by researching, writing, and asking appropriate questions and responding appropriately both verbally and nonverbally. Their written report must follow correct formatting standards outlined by MLA and must be written following the criteria of Standard American English.

Outcome Results

The interview assignment requires a combination of oral communication and written communication. There are generally around 100 students who enroll in SPCH 1321 during a school year; of these, 98% who turned in an interview project scored at least 70% on the scoring rubric. The rubric used delineates each area of focus for the interview and the typewritten report as well. One instructor reported that he had a low number of interview projects turned in (44%) in the spring semester, but those who turned in the report performed successfully. Generally, only one to three students fail to turn in a report.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

It appears that our students are receiving adequate instruction and direction in completing the interview and writing the report. Due to our students' success the past two years, I would like to raise the expectations and seek to have at least 80% of 1321 students score at least 80% of the available points on the interview rubric. I also want to ensure that every instructor gives this assignment appropriate weight so that students are less inclined to skip it.

Planned Distance Learning Improvement as an Outcome Result

NA

Speech Education

Plan Period: FY09

Outcome ID#: 5793

Outcome Description

Students in SPCH 1315 (Public Speaking) and 1321 (Business and Professional Speech) will be able to create and present an effective and appropriate public speech.

Outcome Strategy

Through lecture, class assignments, and videos, students will be exposed to and made to practice the proper methods of creating an effective and appropriate speech for a specific audience.

Outcome Method

Students presentations will be evaluated using a rubric which allows points to be given in all of the following areas:

Appropriateness and effectiveness of topic for a particular audience

Creation of effective introduction with attention-getting material and thesis

Development and organization of main points and supporting material

Proper citation of borrowed information

Creation of effective conclusion with a summary of main points and concluding remark

Effective and appropriate nonverbal behaviors to include eye contact, gestures, posture, volume, and fluency during presentation

Effective verbal behaviors to include word choice, pronunciation, and clarity during presentation

Outcome Criterion

Seventy-five percent of students will earn at least 75% of the possible points on the rubric on at least one of the speaking assignments (informative or persuasive).

Strategic Plan Relationship

Students in these speech courses learn the skills necessary to communicate appropriately and effectively, especially in a public forum. They learn the process of creating, organizing, and presenting a public speech and the verbal and nonverbal qualities that make that speech successful.

Outcome Results

Overall, 89% of all students in SPCH 1315 and SPCH 1321 accomplished the goal of scoring at least 75% of the available points on a public speaking rubric. This denotes that most students in these courses are competent in creating and presenting an effective and appropriate public presentation.

Outcome Distance Learning Results

Eighty-five percent of distance students accomplished the goal of scoring at least 75% of the available points on a public speaking rubric.

Planned Improvement as an Outcome Result

The speech instructors routinely share and explore new ideas and teaching strategies, but, overall, no significant changes are warranted at this time.

Planned Distance Learning Improvement as an Outcome Result

No significant changes are warranted at this time.

Speech Education

Plan Period: FY09

Outcome ID#: 5794

Outcome Description

Students in SPCH 1321 (Business and Professional Speech) will be able to conduct an informational interview, synthesize the information gathered, and present the information in a properly formatted type-written report.

Outcome Strategy

Information from the textbook and handouts, lecture, and class discussion will introduce interviewing skills and strategies, and class assignments will allow students the opportunity to practice their skills. Selecting an interviewee, establishing the protocol, writing appropriate and effective questions, arranging the interview, and conducting the interview are all skills that will be addressed in class. Additionally, a detailed assignment will be provided to the students that clearly describes the assignment, including the written report, and how it will be assessed.

Outcome Method

Students will be required to submit a type-written report in which they present the information gathered during the informational interview they have conducted. A rubric will be used to assess the project; this rubric will allow the instructor to assign points for the type and quality of information gathered during the interview, the organization of the information presented, as well as the student's ability to write effectively and correctly using standard American English. Each skill area will be assigned a point value.

Outcome Criterion

Seventy-five percent of students will earn at least 75% of the available points on the scoring rubric.

Strategic Plan Relationship

Quality interviewing utilizes effective oral communication skills, and the typed report requires effective writing skills.

Outcome Results

Across all campuses, 94% of SPCH 1321 students successfully conducted an informational interview and earned at least 75% of the available points on a scoring rubric for their written report of the information gleaned in the interview.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

No changes are warranted at this time.

Planned Distance Learning Improvement as an Outcome Result

NA

Speech Education

Plan Period: FY10

Outcome ID#: 6122

Outcome Description

Students in SPCH 1315 (Public Speaking) and SPCH 1321 (Business and Professional Speech) will be able to create and present an effective and appropriate public speech.

Outcome Strategy

Through lecture, class assignments, discussions, and videos, students will be exposed to and made to practice the proper methods of creating an effective and appropriate informative or persuasive speech for a specific audience.

Outcome Method

Student presentations will be evaluated using a rubric which allows points to be given in all of the following areas:

- Appropriateness and effectiveness of topic for a particular audience
- Creation of effective introduction with attention-getting material and thesis
- Development and organization of main points and supporting material
- Proper citation of borrowed information
- Creation of effective conclusion with a summary of main points and concluding remark

Outcome Criterion

Eighty percent of students who complete the course will earn at least 75% of the possible points on the rubric on at least one speaking assignment (informative or persuasive).

Strategic Plan Relationship

Students in these courses learn the skills necessary to communicate verbally and nonverbally, appropriately and effectively in a variety of contexts. The process of audience analysis and adaptation forces them to consider the cultural backgrounds, ethnicities, genders, age groups, etc. of audience members and communicate in the most appropriate and effective way based on the make up of the audience.

Outcome Results

Students in SPCH 1315 and 1321 were successful in meeting the goal of this LEAP by creating and presenting an appropriate and effective public speech. In SPCH 1315, 89% of students in the fall semester and 93% of students in the spring met the criteria. In SPCH 1321, 77% of students in the fall and 88% of students in the spring semester met the criteria.

Outcome Distance Learning Results

Distance learning students were successful in meeting the goal of this LEAP. In SPCH 1315, 77% of students in the fall semester and 73% of students in the spring semester met the criteria.

Planned Improvement as an Outcome Result

No changes are anticipated at this time.

Planned Distance Learning Improvement as an Outcome Result

NA

Speech Education

Plan Period: FY10

Outcome ID#: 6123

Outcome Description

Students in SPCH 1321 (Business and Professional Speech) will be able to conduct an informational interview, synthesize the information gathered, and present the information in a properly formatted type-written report.

Outcome Strategy

Information from the textbook, handouts, lecture, and class discussion will introduce interviewing skills and strategies, and class assignments will allow students the opportunity to practice their skills. Selecting an interviewee, establishing the protocol, writing appropriate and effective questions, arranging the interview, and conducting the interview are all skills that will be addressed in class. Additionally, a detailed assignment will be provided to the students that clearly describes the assignment, including the written report and how it will be assessed.

Outcome Method

Students will be required to submit a type-written report in which they present the information gathered during the informational interview they have conducted. A rubric will be used to assess the project; this rubric will allow the instructor to assign points for the type and quality of information gathered during the interview, the organization of the information gathered, as well as the student's ability to write effectively and correctly using SAE. Each skill area will be assigned a point value.

Outcome Criterion

Seventy-five percent of students who attempt this project will earn at least 75% of the available points on the scoring rubric.

Strategic Plan Relationship

Quality interviewing utilizes effective oral communication skills, and the typed report requires effective writing skills.

Outcome Results

Students in SPCH 1321 were successful in completing the interview project. In the fall, 84% were successful, and in the spring, 86% were successful in earning the minimum number of points on the rubric.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

No changes are anticipated at this time.

Planned Distance Learning Improvement as an Outcome Result

NA

Speech Education

Plan Period: FY11

Outcome ID#: 6311

Outcome Description

Students in SPCH 1315 (Public Speaking) and SPCH 1321 (Business and Professional Speech) will be able to create and present an effective and appropriate public speech.

Outcome Strategy

Through lecture, class assignments, discussions, and videos, students will be exposed to and made to practice the proper methods of creating an effective and appropriate informative or persuasive speech for a specific audience.

Outcome Method

Student presentations will be evaluated using a rubric which allows points to be given in all of the following areas:

- Appropriateness and effectiveness of topic for a particular audience
- Creation of effective introduction with attention-getting material and thesis
- Development and organization of main points and supporting material
- Proper citation of borrowed information
- Creation of effective conclusion with a summary of main points and concluding remark

Outcome Criterion

Eighty percent of students who complete the course will earn at least 75% of the possible points on the rubric on at least one speaking assignment (informative or persuasive).

Strategic Plan Relationship

Students in these courses learn the skills necessary to communicate verbally and nonverbally, appropriately and effectively in a variety of contexts and incorporate technology in the form of presentation software. The process of audience analysis and adaptation forces them to consider the cultural backgrounds, ethnicities, genders, age groups, etc. of audience members and communicate in the most appropriate and effective way based on the make up of the audience.

Outcome Results

Both students in SPCH 1315 and SPCH 1321 were highly successful in their abilities to score at least 75% of the points possible on a scoring rubric for an informative or persuasive speech. Overall, 91% of students in SPCH 1315 who attempted at least one speech was successful in meeting this goal, and 94% of students in SPCH 1321 were successful.

Outcome Distance Learning Results

Students in SPCH 1315 as a distance course (hybrid) were highly successful in their abilities to score at least 75% of the points possible on a scoring rubric for an informative or persuasive speech. Overall, 95% of students in SPCH 1315 who attempted at least one speech was successful in meeting this goal.

Planned Improvement as an Outcome Result

No instructional or curricular changes are being considered at this time.

Planned Distance Learning Improvement as an Outcome Result

No instructional or curricular changes are being considered at this time.

Speech Education

Plan Period: FY11

Outcome ID#: 6312

Outcome Description

Students in SPCH 1321 (Business and Professional Speech) will be able to conduct an informational interview, synthesize the information gathered, and present the information in a properly formatted type-written report.

Outcome Strategy

Information from the textbook, handouts, lecture, and class discussion will introduce interviewing skills and strategies, and class assignments will allow students the opportunity to practice their skills. Selecting an interviewee, establishing the protocol, writing appropriate and effective questions, arranging the interview, and conducting the interview are all skills that will be addressed in class. Additionally, a detailed assignment will be provided to the students that clearly describes the assignment, including the written report and how it will be assessed.

Outcome Method

Students will be required to submit a type-written report in which they present the information gathered during the informational interview they have conducted. A rubric will be used to assess the project; this rubric will allow the instructor to assign points for the type and quality of information gathered during the interview, the organization of the typed report, as well as the student's ability to write effectively and correctly using SAE. Each skill area will be assigned a point value.

Outcome Criterion

Seventy-five percent of students who attempt this project will earn at least 75% of the available points on the scoring rubric.

Strategic Plan Relationship

Quality interviewing utilizes effective oral communication skills, and the typed report requires effective writing skills.

Outcome Results

Students in SPCH 1321 were highly successful in achieving the goal of properly conducting an informational interview and reporting their findings and summaries in a written report. Overall, 94% of all SPCH 1321 students were successful in earning at least 75% of the points possible on a scoring rubric for this assignment.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

No instructional or curricular changes are being considered at this time.

Planned Distance Learning Improvement as an Outcome Result

NA

Theater Education

Plan Period: FY06

Outcome ID#: 367

Outcome Description

Students will demonstrate an understanding of educational and professional auditioning techniques.

Outcome Strategy

Lecture, demonstration, lecture, and performance.

Outcome Method

Observation of performances.

Outcome Criterion

Students will participate in state-wide and nation-wide auditions for competitive four-year universities and at least 75% of this students will receive at least one call-back.

Strategic Plan Relationship

This outcome directly relates to oral communication and critical thinking.

Outcome Results

Results not available, as the Drama Director passed away in Summer 2006.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Results not available, as the Drama Director passed away in Summer 2006.

Planned Distance Learning Improvement as an Outcome Result

Theater Education

Plan Period: FY06

Outcome ID#: 368

Outcome Description

Students will demonstrate an understanding of choices as implemented in the creation of a character.

Outcome Strategy

Lecture, rehearsal and performance.

Outcome Method

Observation of performances.

Outcome Criterion

Students will participate through class performances and performances of shows and at least 75% of the majors will demonstrate mastery through performances via faculty evaluations.

Strategic Plan Relationship

This outcome directly relates to oral communication and critical thinking.

Outcome Results

Results not available, as the Drama Director passed away in Summer 2006.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Results not available, as the Drama Director passed away in Summer 2006.

Planned Distance Learning Improvement as an Outcome Result

NA

Theater Education

Plan Period: FY06

Outcome ID#: 369

Outcome Description

Students will demonstrate an understanding of period styles in acting through physical choices in character creation.

Outcome Strategy

Lecture, rehearsal and performance.

Outcome Method

Observation of performances.

Outcome Criterion

Students will participate through class performances and performances of shows and at least 75% of the majors will demonstrate mastery through performances via faculty evaluations.

Strategic Plan Relationship

This outcome directly relates to oral communication and critical thinking.

Outcome Results

Results not available, as the Drama Director passed away in Summer 2006.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Results not available, as the Drama Director passed away in Summer 2006.

Planned Distance Learning Improvement as an Outcome Result

NA

Theater Education

Plan Period: FY07

Outcome ID#: 938

Outcome Description

Students who complete DRAM 1120, 1121, 2120, and 2121 will be proficient in set construction, costume design and creation, lighting techniques, stage direction, performance, and marketing of live theatre.

Outcome Strategy

Students will learn these skills through lecture and hands-on practice and training.

Outcome Method

Students will be assessed through observation of their production of and performance in live theatre performances.

Outcome Criterion

Eighty percent of students who complete these courses will achieve satisfactory performance levels, according to accepted professional standards.

Strategic Plan Relationship

Hands-on instruction and performance will improve the quality of classroom instruction. Students will expand their intellectual, artistic, cultural, and personal experiences as they learn new skills and perform for their classmates and community members. These experiences and skills will aid their chances for successful employment and/or further education. Additionally, this arena is welcoming to students of diverse backgrounds.

Outcome Results

Of the 180 students enrolled in these practicum courses, 95% achieved satisfactory performance based on their evaluation by the instructors of these courses.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Of all the areas of performance (set construction, costume design and creation, lighting techniques, stage direction, performance, and marketing live theatre), costume construction was the weakest. While it was more efficient and convenient to allow students who already had experience with using sewing machines, sergers, and hand needles to work on most of the costume construction, in the future, all students will have to be proficient in costume construction. This will be accomplished through specific assignments and projects that every student must satisfactorily complete.

Planned Distance Learning Improvement as an Outcome Result

NA

Theater Education

Plan Period: FY07

Outcome ID#: 939

Outcome Description

Students who complete DRAM 1351, 1352, 2351, and 2352 will learn and demonstrate principles of acting in live theatre.

Outcome Strategy

Students will be introduced to these principles through lecture, outside readings, and in-class critiqued performance.

Outcome Method

Students will be assessed through observation of their performances.

Outcome Criterion

Eighty-five percent of students who complete these courses will perform at the level of a trained actor.

Strategic Plan Relationship

Live student performance and critical review of outside readings will improve the quality of classroom instruction. Students will expand their intellectual, artistic, cultural, and personal experiences as they gain knowledge of theater principles and put them into practice. This knowledge will aid their chances for successful employment and/or further education. Additionally, this arena is welcoming to students of diverse backgrounds.

Outcome Results

Eighty-five percent of students completing these acting courses performed at pre-professional status, achieving the quality of performing as a trained actor, but room for improvement. Sophomore students generally performed with greater skill, but most students improved during the course of the year and finished their coursework with skills to meet the trained actor status with additional training.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

The criteria of performing on the level of a "trained actor" is not accurate. The first two years of acting classes are designed only to begin(not begin and complete) the process of becoming a trained actor. It is accurate to state that most of our students showed expected improvement, it is unreasonable to state they any were capable of performing at a "trained actor" status. The LEAP for FY08 will reflect this focus.

Planned Distance Learning Improvement as an Outcome Result

NA

Theater Education

Plan Period: FY07

Outcome ID#: 940

Outcome Description

Students in the theatre program will demonstrate an understanding of educational and professional auditioning techniques.

Outcome Strategy

Students will learn auditioning skills through lecture, demonstration, and actual performance.

Outcome Method

Students will be assessed through observation of their performances.

Outcome Criterion

Of those students who audition at state-wide and nation-wide auditions for competitive four-year universities, at least 75% will receive at least one call-back.

Strategic Plan Relationship

Observation and critique of student performance will improve the quality of classroom instruction and expand students' intellectual, artistic, cultural, and personal experiences as they gain knowledge of auditioning techniques and put them into practice. This knowledge and skill will aid their chances for securing scholarships to further their educational goals. Additionally, this arena is welcoming to students of diverse backgrounds.

Outcome Results

One hundred percent of students who auditioned for senior colleges or performing schools got from four to 15 call-backs! Sixteen of the 22 sophomores will be attending universities on theatre scholarships, and two will be apprentices at acting academies. We really had a talented group who took their acting instruction seriously and grew in their performance abilities and were able to reveal their talents during auditions.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

We seem to be doing very well in working with students to improve their acting abilities and teaching them how to audition. No changes are being considered at this time.

Planned Distance Learning Improvement as an Outcome Result

NA

Theater Education

Plan Period: FY08

Outcome ID#: 1218

Outcome Description

Students in DRAM 1351, 1352, 2351, and 2352 (Acting I, II, III, and IV) will demonstrate an understanding of educational and professional auditioning techniques.

Outcome Strategy

Students will learn auditioning skills through lecture, demonstration, and actual performance.

Outcome Method

Students will be assessed through observation of their performances by theatre faculty.

Outcome Criterion

Of those students who perform at state-wide and nation-wide auditions for competitive four-year universities and/or professional acting schools, at least 75% will receive at least one call-back.

Strategic Plan Relationship

Students in these courses learn how to effectively communicate through a character's persona. Students learn how to perceive the world through the eyes of the character and then act, verbally and nonverbally, as though they were the character, using language in ways that support their impersonations. The student is successful when, and only when, the audience is convinced that the individual on stage is the character, not someone pretending to be the character.

Outcome Results

In the months of October and January, students in DRAM 1351 and 1352 attended the Texas Educational Theatre Association conference and the International Thespians Society conference, respectively, where they had to audition for a panel of university professors for scholarship opportunities. One hundred percent of the participants received one call back at TETA, and 100% passed the exam to receive the Bronze Medal for Performance Excellence.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

Students are apparently being instructed in and learning to incorporate effective acting techniques. The outcome in these courses is being met in a significant way, so no changes are being considered at this time.

Planned Distance Learning Improvement as an Outcome Result

NA

Theater Education

Plan Period: FY08

Outcome ID#: 1220

Outcome Description

Students who complete DRAM 1310 (Theatre Appreciation) will be able to discuss and evaluate components of a theatre production.

Outcome Strategy

Through lectures, class discussions, class performances, media presentations, and live performances produced by the college and civic theatre organizations, students will have a better understanding of the art of theatre and will be able to evaluate the quality of a production.

Outcome Method

The course will be divided into ten sections of completion, each with its own focus. Students will reach an acceptable level of understanding through their own performances, evaluations of others' performances, analysis of dramatic forms, testing, and critical thinking analysis using a rubric provided by the instructor.

Outcome Criterion

Eighty percent of students will achieve an acceptable level of understanding of all of the components of production. They will achieve a grade of 70% or better on seven of the ten end-of-component tests.

Strategic Plan Relationship

Recognizing and evaluating artistic achievements in performing arts cannot be accomplished without careful study of the acting craft. Students will study quality productions in order to evaluate performances in order to determine the artistic quality of the acting and dramatic forms in use.

Outcome Results

An average of 90% of the students who completed DRAM 1310 (fall and spring semesters) demonstrated an acceptable level of understanding of all the components of production with a grade level of 70 or better on each end-of-component assessment. Students were assessed through their written analysis of acting styles, technical aspects, and direction of various theatrical productions, group presentations, and written tests.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

The instructors acknowledged that they are always looking to improve their teaching techniques, but it appears that the learning outcomes in this course are being met satisfactorily. Therefore, no significant changes are warranted at this time.

Planned Distance Learning Improvement as an Outcome Result

NA

Theater Education

Plan Period: FY09

Outcome ID#: 5779

Outcome Description

Students in DRAM 1351, 1352, 2351, and 2352 (Acting I, II, III, and IV) will demonstrate an understanding of educational and professional auditioning techniques.

Outcome Strategy

Students will learn auditioning skills through lecture, demonstration, and actual performance.

Outcome Method

Students will be assessed through observation of their performances by theatre faculty.

Outcome Criterion

Of those students who perform at stated-wide and nation-wide auditions for competitive four-year universities and/or professional acting schools, at least 75% will receive at least one call-back.

Strategic Plan Relationship

Students in these courses learn how to effectively communicate through a character's persona. Students learn how to perceive the world through the eyes of the character and then act, verbally and nonverbally, as though they were the character, using language in ways that support their impersonations. The student is successful when, and only when, the audience is convinced that the individual on stage is the character, not someone pretending to be the character.

Outcome Results

Of the students who performed at state- or nation-wide auditions, 75% of them received at least one call back.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

The number of students receiving a call back this year was a bit lower than last year, but the goal was met, and the drama faculty can be proud that their students had the opportunity to compete and prove their skill and talent. The drama faculty will continue to instruct and guide their students to perform as superior levels.

Planned Distance Learning Improvement as an Outcome Result

NA

Theater Education

Plan Period: FY09

Outcome ID#: 5780

Outcome Description

Non-TDCJ students who complete DRAM 1310 (Theatre Appreciation) will be able to discuss and evaluate components of a theatre production.

Outcome Strategy

Through lectures, class discussions, class performances, media presentations, and live performances produced by the college and civic theatre organizations, students will have a better understanding of the art of theatre and will be able to evaluate the quality of a production.

Outcome Method

The course will be divided into ten sections of completion, each with its own focus. Students will reach an acceptable level of understanding through their own performances, evaluations of others' performances, analysis of dramatic forms, testing, and critical thinking analysis using a rubric provided by the instructor.

Outcome Criterion

Eighty percent of students will achieve an acceptable level of understanding of the components of production. They will achieve a grade of 70% or better on seven of the ten end-of-component tests.

Strategic Plan Relationship

Recognizing and evaluating artistic achievements in performing arts cannot be accomplished without careful study of the acting craft. Students will study quality productions in order to evaluate performances so that they can determine the artistic quality of the acting and dramatic forms in use.

Outcome Results

The DRAM 1310 students met the goal with 78% scoring at least 70% on at least 7 of the 10 end-of-component tests.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

The drama faculty feel secure in their curriculum and instructional styles and methods and will continue, with minor personal changes, to instruct as they have been.

Planned Distance Learning Improvement as an Outcome Result

NA

Theater Education

Plan Period: FY09

Outcome ID#: 5797

Outcome Description

TDCJ students in DRAM 1310 (Theatre Appreciation) will be able to describe and evaluate the components of a production.

Outcome Strategy

Through lectures, class discussions, media presentations, and textbook information, students will have a better understanding of the art of theatre and will be able to evaluate the components of a production.

Outcome Method

Areas of study will be divided into several sections of completion. Students will reach an acceptable level of understanding through the practice of evaluating media productions, performing on tests that cover textbook and handout material, and analyzing and evaluating dramatic forms using a rubric provided by the instructor.

Outcome Criterion

Eighty percent of students will have an acceptable level of understanding of each section of completion as demonstrated by their achieving at least 80% on each section assessment.

Strategic Plan Relationship

Recognizing and evaluating artistic achievements in performing arts cannot be accomplished without careful study of the acting craft. Students will study quality productions in order to evaluate performances so that they can determine the artistic quality of the acting and dramatic forms in use.

Outcome Results

Ninety percent of TDCJ scored at least 90% on each section assessment. These results exceeded the goal of scoring 80% on each section assessment. The only student who failed to score at least 80% on each assessment was unable to attend the last three classes and didn't complete all the assessments.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

No changes are warranted at this time.

Planned Distance Learning Improvement as an Outcome Result

NA

Theater Education

Plan Period: FY10

Outcome ID#: 6119

Outcome Description

Students in DRAM 1351, 1352, 2351, and 2352 (Acting I, II, III, and IV) will demonstrate an understanding of educational and professional auditioning techniques.

Outcome Strategy

Students will learn auditioning skills through lecture, demonstration, and actual performance.

Outcome Method

Students will be assessed through observation of their performances by theatre faculty.

Outcome Criterion

Of those students who perform at state- and nation-wide auditions for competitive four-year universities and/or professional acting schools, at least 75% will receive at least one call-back.

Strategic Plan Relationship

An actor is deemed most talented when she/he is able to become the character portrayed, not merely act like the character. When this happens, only the personality and behavior of that character is revealed through the words, actions, mannerisms, motivations, and thoughts of the actor. The actor must clearly and effectively communicate orally so that the audience understands the character and the plot. Additionally, actors must understand various cultures and ethnicities as they attempt to morph into the characters they wish to portray in order that the characters true persona is revealed.

Outcome Results

Students in acting classes who auditioned were successful in that 100% (4 out of 4) received a call-back.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

No changes are anticipated at this time.

Planned Distance Learning Improvement as an Outcome Result

NA

Theater Education

Plan Period: FY10

Outcome ID#: 6120

Outcome Description

Students who complete DRAM 1310 (Theatre Appreciation)(non-TDCJ) will be able to discuss and evaluate components of a theatre production.

Outcome Strategy

Through lectures, class discussions, class performances, media presentations, and live performances produced by the college and civic theatre organizations, students will have a better understanding of the art of theatre and will be able to evaluate the quality of a production.

Outcome Method

The course will be divided into ten sections, each with its own focus. Students will reach an acceptable level of understanding through their own performances, evaluations of others' performances, analysis of dramatic forms, testing, and critical thinking analyses using a rubric provided by the instructor.

Outcome Criterion

Eighty percent of students who complete the course will achieve an acceptable level of understanding of the components of the dramatic production. They will achieve a grade of 70% or better on seven of the ten end-of-component tests.

Strategic Plan Relationship

Students in DRAM 1310 will learn to recognize and evaluate artistic achievement by studying the acting craft in quality productions and will learn to determine the artistic quality of the acting and dramatic forms in use.

Outcome Results

Success for students in DRAM 1310 lagged in the fall semester but rallied in the spring semester. Overall, in the fall, only 67% of students met the minimum criteria, but 86% met the criteria in the spring.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

There were instructor changes midyear, so this may have had some influence on the success rate from fall to spring. This program is under new leadership, so there have been several changes in various areas of the program, and there are more changes forthcoming.

Planned Distance Learning Improvement as an Outcome Result

NA

Theater Education

Plan Period: FY10

Outcome ID#: 6121

Outcome Description

TDCJ ONLY-Students in DRAM 1310 (Theatre Appreciation) at TDCJ will be able to describe and evaluate the components of a production.

Outcome Strategy

Through lectures, class discussions, media presentations, and textbook information, students will have a better understanding of the art of theatre and will be able to evaluate the components of a production.

Outcome Method

Course content will be divided into several areas of study. Students will reach an acceptable level of understanding through the practice of evaluating media productions, performing on tests that cover textbook and handout material, and analyzing and evaluating dramatic forms using a rubric provided by the instructor.

Outcome Criterion

Eighty percent of students will have an acceptable level of understanding of each section as demonstrated by their achieving at least 80% on each section assessment.

Strategic Plan Relationship

Students in DRAM 1310 at TDCJ will learn to recognize and evaluate artistic achievement by studying the acting craft in quality productions and will learn to determine the artistic quality of the acting and dramatic forms in use.

Outcome Results

TDCJ students in DRAM 1310 did not meet the goal of an 80% success rate as only 76% met the criteria of this LEAP.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

This format and instructor of this course has changed, so there have been various changes made that will undoubtedly alter the course curriculum and outcomes.

Planned Distance Learning Improvement as an Outcome Result

NA

Theater Education

Plan Period: FY11

Outcome ID#: 6309

Outcome Description

Students who complete DRAM 1310 Theatre Appreciation will be able to

1. Define various elements and terms associated with and historical movements in the theatre arts.
2. Analyze the role of theatre as a social, cultural, political, and educational medium.
3. Analyze the role of theatre in the development of society and culture.
4. Identify and describe the roles different professionals play in the creation of a theatrical production such as the producer, playwright, director, set designer, lighting designer, make-up designer, etc.
5. Critique an actual theatrical performance by identifying various theatrical elements employed in the production and by analyzing the director's ability to create a unified theme utilizing those elements.

Outcome Strategy

Class discussions, lectures, outside readings, and viewing of live & recorded plays will be used to expose students not only to the conventions and literature of theatre but also to the theatre's historical and contemporary connections to the society/culture in which it was/is created.

Outcome Method

Assessment methods include 3 basic tools: 1) observation of performances; 2) presentation of a performance; and 3) standardized testing.

- 1) Individually, students will attend 2 live theatre events and submit written responses that analyze the practical application of theatrical conventions to the witnessed performances. These responses will be scored using a rubric that evaluates the student's level of understanding of the terms and concepts introduced in class discussion, lectures, and outside readings.
 - 2) In groups, students will present a short scene that integrates multiple aspects of theatrical performance (e.g., acting, directing, design) to include outside research associated with the student's preparation of his/her artistic output. Students will be scored according to a rubric that evaluates the two separate parts of the project: a) as a group, the quality of the final product; and b) the process individual students went through in order to make specific choices about their contributions to the whole (e.g., what led the student set designer to choose a specific style or placement of set pieces?)
 - 3) Midterm and final exams (in short answer format) will be given at the middle and end of the semester that test individual student's understanding of terms, concepts, and historical data, as well as the student's ability to apply these terms, concepts, and data to specific plays and social/cultural ideas.
- In all cases, students will be judged to have mastered material if they obtain a rating of 90% or better.

Outcome Criterion

Twenty percent of students will have an average rating of 90% or better at the end of the semester. Thirty percent will have an average rating of 80-89%. Thirty percent will have an average rating of 70-79%.

Strategic Plan Relationship

Outcome Results

The results for students in DRAM 1310 were mixed but not poor. Overall, the department reached its goal of having at least 20% of students to earn an average rating of 90% or better, as 27% did; it did not reach its goal of having 30% earn an average rating of 80-89%, but 27% did; and only 11% earned an average rating of 70-79%, though the goal was 30%. Clearly, there were a positive number of students who earned an A or a B, but not as many earned a passing grade of C as was wanted. The entire goal was not met, but the results were not wholly negative.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

The instructors continually consider alterations to the course and make changes as they have need.

Planned Distance Learning Improvement as an Outcome Result

NA

Theater Education

Plan Period: FY11

Outcome ID#: 6310

Outcome Description

Students who complete DRAM 2366 Development of Film will be able to

1. Define various elements and terms associated with cinema.
2. Gain a historical perspective of the development of film as a mass medium.
3. Critique a film by identifying various techniques employed by film technicians to construct narrative and visual images.

Outcome Strategy

Class discussions, lectures, outside readings, and the viewing of films will be used to expose students not only to the conventions of film technique but also to the historical development of film as a mass media.

Outcome Method

Assessment methods include 3 basic tools: 1) observation of performances; 2) presentation of a performance; and 3) standardized testing.

- 1) Individually, students will watch a film and submit a written response that analyzes the practical application of film conventions to the witnessed film. These responses will be scored using a rubric that evaluates the student's level of understanding of the terms and concepts introduced in class discussion, lectures, and outside readings.
 - 2) In groups, students will make a presentation about a film or group of films that integrates a discussion of multiple aspects of the cinema and that will include outside research associated with the student's preparation of his/her part in the project. Students will be scored according to a rubric that evaluates the two separate parts of the project: a) as a group, the quality of the final presentation; and b) the process individual students went through in order to make specific choices about their contributions to the whole.
 - 3) Midterm and final exams will be given at the middle and end of the semester that test individual student's understanding of terms, concepts, and historical data, as well as the student's ability to apply these terms, concepts, and data to specific films.
- In all cases, students will be judged to have mastered material if they obtain a rating of 90% or better.

Outcome Criterion

Twenty percent of students will have an average rating of 90% or better at the end of the semester. Thirty percent will have an average rating of 80-89%. Thirty percent will have an average rating of 70-79%.

Strategic Plan Relationship

Outcome Results

Overall, students in DRAM 2366 were successful in the course, as 75% of them earned an average of 70% or better. As per the departmental goal, 45% earned an average of 90% or higher, beating the goal of 20% by a wide margin. Only 15% earned an average of 80-89%; whereas the departmental goal was 30%, and 15% earned an average of 70-79% where the departmental goal was 30%. With the large number of students earning an A, it

seems logical that fewer might earn a B or C average.

Outcome Distance Learning Results

NA

Planned Improvement as an Outcome Result

There will likely be a new instructor for this class for the next year, so there will undoubtedly be changes made to this course.

Planned Distance Learning Improvement as an Outcome Result

NA