

2006-2011 Distance Education Related Outcomes

Trinity Valley Community
College

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.

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: 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: 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.

Associate Degree Nursing Education

Plan Period: FY08

Outcome ID#: 1018

Outcome Description

By the end of the program, the student will be able to demonstrate the ability to utilize critical thinking skills to make safe and ethical clinical decisions.

Outcome Strategy

Implement the entire curriculum in class, skills and clinical, incorporating changes decided at the last ADN faculty meeting, including increased use of case studies and generic prep sheets.

Outcome Method

Safe/Effective care environment and critical thinking scores on the HESI Exit Exam at the end of Level IV in spring 2008

Outcome Criterion

Seventy-five percent of the students will score 850 or higher on Safe/Effective Care Environment and Critical Thinking on the HESI Exit Exam at the end of Level IV.

Strategic Plan Relationship

The HESI Exit Exam measures critical thinking in nursing which meets the general education outcome of demonstrating critical thinking skills.

Outcome Results

In the spring of 2008, 70 of 119 students scored 850 or higher on the safe/effective care environment section of the HESI Exit Exam in Level IV. This is a score of 59% and did not meet the expected outcome. Also, 59 of 119 students scored 850 or higher on the critical thinking section of the HESI Exit Exam in Level IV. This was a score of 50% and did not meet the expected outcome.

Outcome Distance Learning Results

An ANOVA was done to compare the results of the HESI critical thinking scores for students in Kaufman and those at the distance learning site in Athens. There was no significant difference in the scores.

Planned Improvement as an Outcome Result

The faculty will be adding NCLEX 3500 to the list of required texts in place of the NCSBN three week review course so they can be practicing questions throughout the program. The safety seminar or module will be added to Level I in the fall of 2008 to start the emphasis on safety early in the program. The faculty will begin use of clickers with critical thinking questions added to each power point presentation. The simulation coordinator will increase use of sim man scenarios to stimulate critical thinking.

Planned Distance Learning Improvement as an Outcome Result

The same changes will be implemented for distance learning students.

Associate Degree Nursing Education

Plan Period: FY09

Outcome ID#: 5651

Outcome Description

By the end of Level II, the student will be able to apply principles of critical thinking and a systematic problem-solving approach when caring for clients/families across the lifespan with common health care needs.

Outcome Strategy

Implement curriculum for Level I & II in class, skills and clinical, incorporating changes decided at last ADN faculty meeting, including requiring new med surg book, using HESI case studies more, using generic care plans, and increasing use of simulation scenarios.

Outcome Method

Critical thinking score on HESI Custom Test for Level II in spring 2009

Outcome Criterion

Sixty percent of the students will score at 850 or higher on critical thinking on the HESI Custom Test for Level II.

Strategic Plan Relationship

The HESI Custom Test for Level II measures critical thinking in nursing at that level which meets the general education outcome.

Outcome Results

In the spring of 2009, 43/107 Level II students scored 850 or higher on the critical thinking questions on the custom HESI exam for a 40% success rate. Not met.

Outcome Distance Learning Results

43% of home campus students in Kaufman and 27% of distance learning students in Athens scored 850 or higher on the critical thinking questions on the HESI. Distance ed students scored lower but there were about a fifth of the students in Athens as there were in Kaufman.

Planned Improvement as an Outcome Result

Will require students to complete more of the case studies through Evolve. Will encourage faculty to use clickers more during their presentations. Will be finalizing systematic implementation of generic prep sheets and clinical prep sheets with the inclusion of scientific rationale.

Planned Distance Learning Improvement as an Outcome Result

Will continue to monitor to see if there distance ed group is disadvantaged.

Associate Degree Nursing Education

Plan Period: FY09

Outcome ID#: 5652

Outcome Description

By the end of Level II, the student will be able to describe principles of health promotion utilized in preventing common health care problems.

Outcome Strategy

Implement curriculum for Level I and II in class, skills and clinical, incorporating changes decided at the last ADN faculty meeting, including having the students complete a self assessment of health promotion activities.

Outcome Method

Health Promotion and Maintenance score on HESI Custom Test for Level II in spring of 2009

Outcome Criterion

Sixty percent of the students will score 850 or higher on Health Promotion and Maintenance section of the HESI Custom Test for Level II.

Strategic Plan Relationship

Outcome Results

46/107 students taking HESI custom exam in Spring 2009 in Level II scored 850 or higher on the health promotion and maintenance section for a 43% success rate. Not met.

Outcome Distance Learning Results

46% of home campus students and 27% of distance campus students scored 850 or higher on this section. The distance campus numbers are much less than the home campus but they scored lower on this area.

Planned Improvement as an Outcome Result

Will focus more on health promotion in post conference in Level II. Students will be participating in research study on Tobacco Cessation in the fall of 2009. Instructors will put greater emphasis on health promotion in their lectures of disease processes.

Planned Distance Learning Improvement as an Outcome Result

Will continue to monitor differences between the two groups.

Associate Degree Nursing Education

Plan Period: FY09

Outcome ID#: 5653

Outcome Description

By the end of Level II, the student will be able to apply the nursing process to provide safe nursing care for diverse simulated clients/families experiencing common health care problems.

Outcome Strategy

Implement curriculum for Level I and II in class, skills, and clinical, incorporating changes decided at the last ADN faculty meeting, including emphasis on generic care plans.

Outcome Method

Five areas of nursing process and Safe/Effective Care Environment scores on HESI Custom Test for Level II in spring 2009

Outcome Criterion

Sixty percent of the students will score at 850 or higher on each of the five areas of the nursing process and the safe/effective care environment area on the HESI Custom Test for Level II.

Strategic Plan Relationship

Outcome Results

42/107 ADN Level II students taking the HESI custom exam in the spring of 2009 scored 850 or higher on the safe/effective care environment section for a 39% success rate. For the nursing process sections: 41/107 or 38% for Assessment; 50/107 or 47% for analysis; 57/107 or 53% for planning; 47/107 or 44% for implementation and 44/107 or 41% for evaluation. Not met.

Outcome Distance Learning Results

The percentages for Kaufman and Athens students in these areas are:

Planned Improvement as an Outcome Result

Faculty will require students to complete more questions on the NCLEX-RN study software throughout the program and not just in the last semester. Safety has been added as a thread in the curriculum and will be addressed in each unit. Program outcomes on safety were added. The faculty will attempt to create a culture of safety amongst the students, especially in the clinical area. To improve evaluation, the faculty have added an evaluation section on the clinical prep sheets so the students see the whole process.

Planned Distance Learning Improvement as an Outcome Result

Will continue to monitor differences between campuses and watch for trends.

Associate Degree Nursing Education

Plan Period: FY09

Outcome ID#: 5654

Outcome Description

By the end of Level II, the student will be able to promote physical health and wellness by providing care and comfort, reducing client risk potential, and managing health alterations for clients with common health problems (physiological integrity).

Outcome Strategy

Implement curriculum for Level I and II in class, skills, and clinical, incorporating changes decided at the last ADN faculty meeting, including generic care plans, and new med surg textbook.

Outcome Method

Physiological integrity section of the HESI Custom Test for Level II in spring 2009

Outcome Criterion

Sixty percent of the students will score at 850 or higher on the physiological integrity section of the HESI Custom Test for Level II.

Strategic Plan Relationship

Outcome Results

54/107 students taking the Level II custom HESI exam in the spring of 2009 scored 850 or higher on the physiological integrity section for a 50% success rate. Not met.

Outcome Distance Learning Results

53% of home campus students and 33% of distance learning campus scored 850 or higher on this section. Distance students were lower but they have much lower numbers.

Planned Improvement as an Outcome Result

Faculty will require completion of more of the case studies and completion of more questions on the NCLEX 4000. Faculty will utilize the audience response system more. E-books will be adopted to hopefully increase the amount of reading and classroom preparation the students do.

Planned Distance Learning Improvement as an Outcome Result

Will continue to monitor differences for any trends.

Associate Degree Nursing Education

Plan Period: FY09

Outcome ID#: 5655

Outcome Description

By the end of Level III, the student will be able to demonstrate the ability to make safe and ethical collaborative clinical decisions for diverse clients/groups of clients.

Outcome Strategy

Implement curriculum for Level III in class, skills, and clinical, incorporating changes decided at the last ADN faculty meeting including used of case studies that address safety.

Outcome Method

Safe/Effective Care Environment section of the HESI Custom Test for Level III in fall 2008

Outcome Criterion

Seventy percent of the students will score at 850 or higher on the Safe/Effective Care Environment of the HESI Custom Test for Level III.

Strategic Plan Relationship

Outcome Results

68/131 ADN students taking the Level III custom HESI exam in the fall of 2008 scored 850 or higher for a 52% success rate. This was a newly revised test so scores may not be comparable to last year's. Not met.

Outcome Distance Learning Results

55/107 Kaufman students (51%) and 13/24 Athens students (54%) scored the 850 or higher. No significant difference between the groups.

Planned Improvement as an Outcome Result

Faculty will require students to complete more questions on the NCLEX-RN study software throughout the program and not just in the last semester. Safety has been added as a thread in the curriculum and will be addressed in each unit. Program outcomes on safety were added. The faculty will attempt to create a culture of safety amongst the students, especially in the clinical area.

Planned Distance Learning Improvement as an Outcome Result

Will ask the skills instructors at the distance site at ETMC Athens to emphasize safety in skills lab and in check offs. Will continue to monitor for differences and trends.

Associate Degree Nursing Education

Plan Period: FY09

Outcome ID#: 5656

Outcome Description

By the end of Level III, the student will be able to use a systematic problem-solving process and critical thinking skills.

Outcome Strategy

Implement curriculum for Level III in class, skills and clinical, incorporating changes decided at the last ADN faculty meeting, including post-conference critical thinking exercises and case studies.

Outcome Method

Critical thinking score on the HESI Custom Test for Level III in fall 2008

Outcome Criterion

Seventy percent of the students will score at 850 or higher on Critical Thinking section of the HESI Custom Test for Level III.

Strategic Plan Relationship

The HESI Custom Test for Level III measures critical thinking in nursing which meets the general education outcome related to demonstrating critical thinking skills.

Outcome Results

59/131 Level III students in fall of 2008 scored 850 or higher on the critical thinking questions of the HESI exam for a 45% success rate. This was a newly revised test so the results may not be comparable to last year's test. Not met.

Outcome Distance Learning Results

50/107 or 47% of Kaufman students and 9/24 or 38% of Athens students scored 850 or higher on this section. Distance site scored lower but had less students.

Planned Improvement as an Outcome Result

Will require students to complete more of the case studies through Evolve. Will encourage faculty to use clickers more during their presentations. Will be finalizing systematic implementation of generic prep sheets and clinical prep sheets with the inclusion of scientific rationale.

Planned Distance Learning Improvement as an Outcome Result

Will continue to monitor differences between groups to see if there are any trends.

Associate Degree Nursing Education

Plan Period: FY09

Outcome ID#: 5657

Outcome Description

By the end of Level III, the student will be able to promote physical health and wellness by providing care and comfort, reducing client risk potential, and managing health alterations for clients with health care problems that are hard to predict (physiological integrity).

Outcome Strategy

Implement curriculum for Level III in class and clinical, incorporating changes decided at the last ADN faculty meeting, including generic care plans.

Outcome Method

Physiological integrity score on the HESI Custom Test for Level III in fall 2008.

Outcome Criterion

Seventy percent of the students will score at 850 or higher on Physiological Integrity on the HESI Custom Test for Level III.

Strategic Plan Relationship

Outcome Results

68/131 Level III students taking the HESI custom exam in the fall of 2008 scored 850 or higher on the physiological integrity section of the exam for a 52% success rate. Not met. Comparison with last year's scores will not be helpful as the test was revised for this year's class but we will continue to aggregate data to look for trends.

Outcome Distance Learning Results

56/107 Kaufman students (52%) and 12/24 students (50%) scored 850 or higher on the physiological integrity questions with no significant difference.

Planned Improvement as an Outcome Result

Plan to have the students complete more case studies and take more practice questions on the NCLEX 4000. Will work on increasing simulation in the program. Will continue to require the generic prep sheets which focus largely on physiological integrity.

Planned Distance Learning Improvement as an Outcome Result

Will continue to monitor differences to see if there are any differences or trends.

Associate Degree Nursing Education

Plan Period: FY09

Outcome ID#: 5658

Outcome Description

By the end of the program, the student will be able to demonstrate the ability to utilize critical thinking skills to make safe and ethical clinical decisions.

Outcome Strategy

Implement the entire curriculum in class, skills and clinical, incorporating changes decided at the last ADN faculty meeting, including increased use of case studies and generic prep sheets.

Outcome Method

Safe/Effective care environment and critical thinking scores on the HESI Exit Exam at the end of Level IV in spring 2009

Outcome Criterion

Seventy-five percent of the students will score 850 or higher on Safe/Effective Care Environment and Critical Thinking on the HESI Exit Exam at the end of Level IV.

Strategic Plan Relationship

The HESI Exit Exam measures critical thinking in nursing which meets the general education outcome of demonstrating critical thinking skills.

Outcome Results

49/128 Level IV students scored 850 or higher on the Safe/effective care environment questions on the HESI exit exam for a 38% success rate. 60/128 students scored 850 or higher on the critical thinking questions on the exit exam for a 47% success rate. Not met.

Outcome Distance Learning Results

42/108 (39%) of Kaufman students and 7/24 (35%) of Athens students scored 850 or higher on the safety questions with no significant difference between the groups.

Planned Improvement as an Outcome Result

Faculty will require students to complete more questions on the NCLEX-RN study software throughout the program and not just in the last semester. Safety has been added as a thread in the curriculum and will be addressed in each unit. Program outcomes on safety were added. The faculty will attempt to create a culture of safety amongst the students, especially in the clinical area. Will continue to let students who score an overall 950 not have to take the final.

Planned Distance Learning Improvement as an Outcome Result

Will continue to monitor differences between groups to look for trends.

Associate Degree Nursing Education

Plan Period: FY09

Outcome ID#: 5659

Outcome Description

By the end of the program, the student will be able to develop and implement a plan of care for the diverse client/family across the lifespan with complex health care needs in a variety of settings.

Outcome Strategy

Implement the entire curriculum in class, skills, and clinical, incorporating changes decided at the last ADN faculty meeting, including use of generic care plans.

Outcome Method

Five areas of the nursing process on the HESI Exit Exam at the end of Level IV in the spring of 2009

Outcome Criterion

Seventy-five percent of the students will score at 850 or higher on the five areas of the nursing process on the HESI Exit Exam at the end of Level IV.

Strategic Plan Relationship

Outcome Results

The nursing process scores on the exit HESI exam for Level IV were:

Assessment - 87/128 for 68% success rate

Analysis - 53/128 for 41% success rate

Planning - 41/128 for 32% success rate

Implementation - 79/128 for 62% success rate

Evaluation - 100/128 for 78% success rate - criteria met for evaluation but not for other areas of nursing process.

Outcome Distance Learning Results

The differences between groups are:

Planned Improvement as an Outcome Result

Have strengthened assessment in the skills lab in Level I which will be measured by the class next year. Have added evaluation column to the clinical prep sheets which will be evaluated next year. Will continue to test all stages of the nursing process on each unit test. Will have students do more practice questions on the NCLEX 4000.

Planned Distance Learning Improvement as an Outcome Result

Will continue to monitor for differences between groups.

Associate Degree Nursing Education

Plan Period: FY09

Outcome ID#: 5660

Outcome Description

By the end of the program, the student will be able to promote physical health and wellness by providing care and comfort, reducing client risk potential, and managing health alterations for clients with complex health care problems (physiological integrity).

Outcome Strategy

Implement the entire curriculum in class, skills and clinical, incorporating changes decided at the last ADN faculty meeting.

Outcome Method

Physiological integrity section on the HESI Exit Exam at the end of Level IV in the spring of 2009.

Outcome Criterion

Seventy-five percent of the students will score at 850 or higher on physiological integrity on the HESI Exit Exam at the end of Level IV.

Strategic Plan Relationship

Outcome Results

84/128 Level IV students taking the HESI exit exam scored 850 or higher on the physiological integrity questions in the spring of 2009 for a 66% success rate. Not met.

Outcome Distance Learning Results

69/108 (64%) Kaufman students and 15/20 (75%) Athens students scored at least 850 on the exit exam on physiological integrity questions. The distance students scored higher on this one.

Planned Improvement as an Outcome Result

Will work on increasing simulation in the program. Will require students to do more case studies and NCLEX 4000 test questions. Will continue to allow students who score 950 or higher to not have to take the final as incentive to take test more seriously.

Planned Distance Learning Improvement as an Outcome Result

Will continue to monitor differences between groups.

Associate Degree Nursing Education

Plan Period: FY09

Outcome ID#: 5661

Outcome Description

By the end of Level I, the student will have increased reading skills focused on comprehending, analyzing, interpreting and evaluating nursing materials by increasing student engagement.

Outcome Strategy

Continue Scheduled Summer Learning Lab sessions on reading the nursing textbooks, reading skills, study skills, using the syllabus, and test-taking skills. This will be required of all re-admitting ADN freshman students, and any incoming students who did not pass the HESI A2 entrance test in reading the first time.

Increase engagement in Level I by requiring more activities on WebCT and more HESI case studies and implementing use of clickers.

Outcome Method

Discipline specific reading test given at orientation on July 10, 2008 and at the end of level I in December 2008.

Outcome Criterion

Seventy-five percent of all students will improve 10% or more from the pre- to post-discipline specific reading test.

Strategic Plan Relationship

The learning lab activities will focus on reading nursing textbooks and reading skills in order to improve reading skills of nursing students.

Outcome Results

Of the 113 ADN students taking both the pre and post discipline specific reading test, 48 scored at least 10% higher on the post-test for a 42% success rate. Not met. Of the 8 new students taking the summer learning lab, 3 scored 20% or more higher on the post-test for a 38% success rate. Not met.

Outcome Distance Learning Results

All learning lab students came to Kaufman so we did not look at the difference between campuses.

Planned Improvement as an Outcome Result

Faculty decided that students are tired at the end of the semester and no longer motivated to do their best on a test that doesn't affect their grade, so will not require this of all students. Will give pre-test at July orientation to those who will be taking the summer learning lab and then give the post test at the August skills day meeting to see if there is any improvement after the learning lab.

Planned Distance Learning Improvement as an Outcome Result

No changes planned.

Associate Degree Nursing Education

Plan Period: FY10

Outcome ID#: 5884

Outcome Description

By the end of Level II, the student will be able to apply principles of critical thinking and a systematic problem-solving approach when caring for clients/families across the lifespan with common health care needs.

Outcome Strategy

Implement curriculum for Level I & II in class, skills and clinical, incorporating changes decided at last ADN faculty meeting, including e-books, HESI case studies, generic care plans, and increased use of simulation scenarios.

Outcome Method

Critical thinking score on HESI Custom Test for Level II in spring 2010.

Outcome Criterion

Sixty percent of the students will score at 850 or higher on critical thinking on the HESI Custom Test for Level II.

Strategic Plan Relationship

The HESI Custom Test for Level II measures critical thinking in nursing at that level which meets the general education outcome.

Outcome Results

31 of 114 students scored 850 or higher on the critical thinking questions on the HESI custom exam in spring of 2010 for a 27% success rate. Not met.

Outcome Distance Learning Results

Kaufman success rate was 29% and Athens was 15%. With Athens being smaller 1 or 2 students made a bigger difference. Not met in either.

Planned Improvement as an Outcome Result

Will work on improving critical thinking with increasing simulation. Will have 2 pilot clinical groups in fall of 2010 who will do 1 day of hospital clinical and 1 day of simulation clinical each week and we will follow their scores related to 2 control clinical groups doing the usual 2 days of hospital clinical. Will also have the new retention coordinator to work with students having test difficulties.

Planned Distance Learning Improvement as an Outcome Result

Will make the same changes for both campuses.

Associate Degree Nursing Education

Plan Period: FY10

Outcome ID#: 5885

Outcome Description

By the end of Level II, the student will be able to describe principles of health promotion utilized in preventing common health care problems.

Outcome Strategy

Implement curriculum for Level I and II in class, skills and clinical, incorporating changes decided at the last ADN faculty meeting, including having the students complete a self assessment of health promotion activities.

Outcome Method

Health Promotion and Maintenance score on HESI Custom Test for Level II in spring of 2010.

Outcome Criterion

Sixty percent of the students will score 850 or higher on Health Promotion and Maintenance section of the HESI Custom Test for Level II.

Strategic Plan Relationship

Outcome Results

24 of 114 students scored 850 or higher on the health promotion questions on the HESI custom exam in spring of 2010 for a 21% success rate. Not met.

Outcome Distance Learning Results

Kaufman success rate was 22% and Athens was 15%. Neither met the criterion.

Planned Improvement as an Outcome Result

Faculty will tell the students to address health promotion on their clinical prep sheets each week so that health promotion remains in their mind.

Planned Distance Learning Improvement as an Outcome Result

Will make the same changes for all students.

Associate Degree Nursing Education

Plan Period: FY10

Outcome ID#: 5886

Outcome Description

By the end of Level II, the student will be able to apply the nursing process to provide safe nursing care for diverse simulated clients/families experiencing common health care problems.

Outcome Strategy

Implement curriculum for Level I and II in class, skills, and clinical, incorporating changes decided at the last ADN faculty meeting, including emphasis on generic care plans.

Outcome Method

Five areas of nursing process and Safe/Effective Care Environment scores on HESI Custom Test for Level II in spring 2010.

Outcome Criterion

Sixty percent of the students will score at 850 or higher on each of the five areas of the nursing process and the safe/effective care environment area on the HESI Custom Test for Level II.

Strategic Plan Relationship

Outcome Results

38 of 114 students scored 850 or higher on the Safe/effective care environment items on the HESI custom exam in spring 2010 for 33% success rate. Not met.

Assessment - 41/114 = 35%

Analysis - 35/114 = 31%

Planning - 41/114 = 36%

Implementation - 27/114 = 24%

Evaluation - 49/114 = 43% Not met for any area of nursing process.

Outcome Distance Learning Results

Safety - 34% Kaufman - 31% Athens

Planned Improvement as an Outcome Result

Curriculum committee will be looking for ways to increase attention to safety in the curriculum including the QSEN curriculum. Patient safety goals have been added to the curriculum and to the weekly evaluation in clinical. Students will have to address how they met the national patient safety goals in clinical each week. Will require students to add long term and short term goals to the client assessments. Will make sure all areas of the nursing process are tested on each test.

Planned Distance Learning Improvement as an Outcome Result

Will make same changes for both campuses.

Associate Degree Nursing Education

Plan Period: FY10

Outcome ID#: 5895

Outcome Description

By the end of Level II, the student will be able to promote physical health and wellness by providing care and comfort, reducing client risk potential, and managing health alterations for clients with common health problems (physiological integrity).

Outcome Strategy

Implement curriculum for Level I and II in class, skills, and clinical, incorporating changes decided at the last ADN faculty meeting, including generic care plans, and e-books.

Outcome Method

Physiological integrity section of the HESI Custom Test for Level II in spring 2010.

Outcome Criterion

Sixty percent of the students will score at 850 or higher on the physiological integrity section of the HESI Custom Test for Level II.

Strategic Plan Relationship

Outcome Results

38 of 114 students scored at or above 850 on the HESI custom exam in the spring of 2010 for a 33% success rate. Not met.

Outcome Distance Learning Results

Kaufman success rate was 36% and Athen's was 15%. With smaller numbers 1 or 2 students in Athens makes a much bigger difference. Neither met the criterion.

Planned Improvement as an Outcome Result

Faculty will evaluate the HESI custom exam and will make sure any questions on DKA will be deleted as this is not taught until fall. Faculty will make sure students address pathophysiology, signs and symptoms, and labs on the individual clinical prep sheets.

Planned Distance Learning Improvement as an Outcome Result

Will make the same changes for each campus.

Associate Degree Nursing Education

Plan Period: FY10

Outcome ID#: 5896

Outcome Description

By the end of Level III, the student will be able to demonstrate the ability to make safe and ethical collaborative clinical decisions for diverse clients/groups of clients.

Outcome Strategy

Implement curriculum for Level III in class, skills, and clinical, incorporating changes decided at the last ADN faculty meeting including used of case studies that address safety.

Outcome Method

Safe/Effective Care Environment section of the HESI Custom Test for Level III in fall 2009.

Outcome Criterion

Seventy percent of the students will score at 850 or higher on the Safe/Effective Care Environment of the HESI Custom Test for Level III.

Strategic Plan Relationship

Outcome Results

60 of 129 students scored 850 or higher on the safe/effective care environment questions on the HESI custom exam in fall 2009 for a 47% success rate. Not met.

Outcome Distance Learning Results

Kaufman success rate was 47% and Athen's was 53%. Neither met standard.

Planned Improvement as an Outcome Result

Have added patient safety goals to the clinical evaluations and students will address a different goal each week. The students will document one thing they did every clinical day to keep their patients safe and they cannot repeat the same thing. The curriculum committee will work on incorporating the QSEN safety curricula into the TVCC program curriculum.

Planned Distance Learning Improvement as an Outcome Result

Will make the same changes for students at both campuses.

Associate Degree Nursing Education

Plan Period: FY10

Outcome ID#: 5897

Outcome Description

By the end of Level III, the student will be able to use a systematic problem-solving process and critical thinking skills.

Outcome Strategy

Implement curriculum for Level III in class, skills and clinical, incorporating changes decided at the last ADN faculty meeting, including post-conference critical thinking exercises and case studies.

Outcome Method

Critical thinking score on the HESI Custom Test for Level III in fall 2009.

Outcome Criterion

Seventy percent of the students will score at 850 or higher on Critical Thinking section of the HESI Custom Test for Level III.

Strategic Plan Relationship

The HESI Custom Test for Level III measures critical thinking in nursing which meets the general education outcome related to demonstrating critical thinking skills.

Outcome Results

80 of 129 students scored 850 or higher on the critical thinking items of the HESI custom exam in spring 2010 for a 62% success rate. Not met.

Outcome Distance Learning Results

The Kaufman success rate was 63% and the Athens rate was 59%. Neither met the criterion.

Planned Improvement as an Outcome Result

Will work on increasing simulation in the program. Will do a pilot on fall of 2009 with 2 clinical groups doing one day of hospital clinical and one day of simulated clinical and then will compare their critical thinking scores to 2 control groups doing 2 days of hospital clinical.

Planned Distance Learning Improvement as an Outcome Result

Currently all students will have to come to Kaufman for simulation.

Associate Degree Nursing Education

Plan Period: FY10

Outcome ID#: 6054

Outcome Description

By the end of Level III, the student will be able to promote physical health and wellness by providing care and comfort, reducing client risk potential, and managing health alterations for clients with health care problems that are hard to predict (physiological integrity).

Outcome Strategy

Implement curriculum for Level III in class and clinical, incorporating changes decided at the last ADN faculty meeting, including generic care plans.

Outcome Method

Physiological integrity score on the HESI Custom Test for Level III in fall 2009.

Outcome Criterion

Seventy percent of the students will score at 850 or higher on Physiological Integrity on the HESI Custom Test for Level III.

Strategic Plan Relationship

Outcome Results

74 of 129 students scored at or above 850 on physiological integrity items on the HESI custom exam in fall 2009 for a 57% success rate. Not met.

Outcome Distance Learning Results

Kaufman success rate was 57% and Athens was 53%. Neither were met.

Planned Improvement as an Outcome Result

Will also monitor the physiological integrity scores of the groups doing the clinical pilot with increased simulation vs. those without increased simulation. Will see if having the retention coordinator working with students making use of the resources available to them helps any.

Planned Distance Learning Improvement as an Outcome Result

Will make same changes to students in both campuses.

Associate Degree Nursing Education

Plan Period: FY10

Outcome ID#: 6055

Outcome Description

By the end of the program, the student will be able to demonstrate the ability to utilize critical thinking skills to make safe and ethical clinical decisions.

Outcome Strategy

Implement the entire curriculum in class, skills and clinical, incorporating changes decided at the last ADN faculty meeting, including increased use of case studies and generic prep sheets.

Outcome Method

Safe/Effective care environment and critical thinking scores on the HESI Exit Exam at the end of Level IV in spring 2010.

Outcome Criterion

Seventy-five percent of the students will score 850 or higher on Safe/Effective Care Environment and Critical Thinking on the HESI Exit Exam at the end of Level IV.

Strategic Plan Relationship

The HESI Exit Exam measures critical thinking in nursing which meets the general education outcome of demonstrating critical thinking skills.

Outcome Results

62 of 125 students taking HESI custom exam in spring of 2010 scored 850 or higher on the safe/effective care environment items for a 50% success rate. Not met.

81 of 125 students taking HESI custom exam in spring of 2010 scored 850 or higher on the critical thinking items for a 65% success rate. Not met.

Outcome Distance Learning Results

The success rate on safe/effective care environment for Kaufman students was 52% and for Athens students was 31%. Not met for either group.

Planned Improvement as an Outcome Result

Faculty have put a copy of the national patient safety goals in the handbook. They have added them to the weekly clinical evaluation and will have the students address a different goal each week. The curriculum committee will be evaluating the QSEN curriculum to see how it needs to be incorporated into the TVCC ADN curriculum. Will have the retention coordinator make sure students are taking advantage of the resources available to them for improving critical thinking.

Planned Distance Learning Improvement as an Outcome Result

The national patient safety goals will be addressed for both Kaufman and Athens students. The retention coordinator will make an effort to visit with Athens students to make sure they are aware of the resources

available for them.

Associate Degree Nursing Education

Plan Period: FY10

Outcome ID#: 6056

Outcome Description

By the end of the program, the student will be able to develop and implement a plan of care for the diverse client/family across the lifespan with complex health care needs in a variety of settings.

Outcome Strategy

Implement the entire curriculum in class, skills, and clinical, incorporating changes decided at the last ADN faculty meeting, including use of generic care plans.

Outcome Method

Five areas of the nursing process on the HESI Exit Exam at the end of Level IV in the spring of 2010.

Outcome Criterion

Seventy-five percent of the students will score at 850 or higher on the five areas of the nursing process on the HESI Exit Exam at the end of Level IV.

Strategic Plan Relationship

Outcome Results

58 of 125 students scored 850 or higher on the assessment items on the HESI exit exam in spring 2010 for 46% success rate. Not met.

84 of 125 students scored 850 or higher on the analysis items on the HESI exit exam in spring 2010 for 67% success rate. Not met.

73 of 125 students scored 850 or higher on the planning items on the HESI exit exam in spring 2010 for 58% success rate. Not met.

65 of 125 students scored 850 or higher on the implementation items on the HESI exit exam in spring 2010 for 51% success rate. Not met.

81 of 125 students scored 850 or higher on the evaluation items on the HESI exit exam in spring 2010 for 65% success rate. Not met.

Outcome Distance Learning Results

Assessment - 48% Kaufman - 38% Athens - neither met

Planned Improvement as an Outcome Result

Have added requirement for students to include a short and long term goal on the client assessments - to help with planning. Will make sure all areas of the nursing process are addressed on each test. Retention coordinator will make sure students are utilizing the resources available to them regarding test taking.

Planned Distance Learning Improvement as an Outcome Result

Athens scored better on 2 areas and Kaufman on 3. With smaller numbers in Athens one or two students make a

bigger difference. Retention coordinator will make sure she communicates with Athens students so they know about resources available to them.

Associate Degree Nursing Education

Plan Period: FY10

Outcome ID#: 6058

Outcome Description

By the end of the program, the student will be able to promote physical health and wellness by providing care and comfort, reducing client risk potential, and managing health alterations for clients with complex health care problems (physiological integrity).

Outcome Strategy

Implement the entire curriculum in class, skills and clinical, incorporating changes decided at the last ADN faculty meeting.

Outcome Method

Physiological integrity section on the HESI Exit Exam at the end of Level IV in the spring of 2010.

Outcome Criterion

Seventy-five percent of the students will score at 850 or higher on physiological integrity on the HESI Exit Exam at the end of Level IV.

Strategic Plan Relationship

Outcome Results

89 of 125 students scored at or above 850 on the physiological integrity section of the HESI exit exam for a 71% success rate. Not met.

Outcome Distance Learning Results

The Kaufman success rate was 71% and Athens success rate was 75%. Met in Athens but not in Kaufman.

Planned Improvement as an Outcome Result

Will continue current plans for increasing simulation in the program and using the retention coordinator to help students make sure they are taking advantage of the resources available to them.

Planned Distance Learning Improvement as an Outcome Result

Will continue plans equally for both campuses.

Associate Degree Nursing Education

Plan Period: FY11

Outcome ID#: 6321

Outcome Description

By the end of Level II, the student will be able to apply principles of critical thinking and a systematic problem-solving approach when caring for clients/families across the lifespan with common health care needs.

Outcome Strategy

Implement curriculum for Level I & II in class, skills and clinical, incorporating changes decided at last ADN faculty meeting, including e-books, HESI case studies, generic care plans, and increased use of simulation scenarios.

Outcome Method

Critical thinking score on HESI Custom Test for Level II in spring 2011.

Outcome Criterion

Sixty percent of the students will score at 850 or higher on critical thinking on the HESI Custom Test for Level II.

Strategic Plan Relationship

The HESI Custom Test for Level II measures critical thinking in nursing at that level which meets the general education outcome.

Outcome Results

37% of students scored at 850 or higher on the critical thinking items on the HESI Custom exam for Level II. Not met.

Outcome Distance Learning Results

39% of students in Kaufman scored 850 or higher but only 20% of students in Athens scored 850 or higher on the critical thinking items on the HESI Custom exam for Level II. Neither met criterion.

Planned Improvement as an Outcome Result

Faculty have changed to a new patient care prep research sheet and students will be given completed generic prep sheets so they will only have to learn how to do one form. This should decrease confusion. We are working on creating a new curriculum that focusses on clinical judgment but this will not be implemented until 2012. Faculty will begin giving competency based assignments in clinical which may help critical thinking. Faculty decided that we needed to decrease the expected outcome as we are not meeting these outcomes but students are still passing NCLEX at good rate. They decided on 50% criterion for Level II, 55% for Level III and 60% for Level IV.

Planned Distance Learning Improvement as an Outcome Result

Will continue to evaluate if there are multiple significant differences between Athens and Kaufman groups. Have made changes to make sure that videoconference classes are recorded so students can watch if there are technological difficulties. This was the year we went to ETMC Athens and experienced major technological difficulties.

Associate Degree Nursing Education

Plan Period: FY11

Outcome ID#: 6322

Outcome Description

By the end of Level II, the student will be able to describe principles of health promotion utilized in preventing common health care problems.

Outcome Strategy

Implement curriculum for Level I and II in class, skills and clinical, incorporating changes decided at the last ADN faculty meeting, including having the students complete a self assessment of health promotion activities.

Outcome Method

Health Promotion and Maintenance score on HESI Custom Test for Level II in spring of 2011.

Outcome Criterion

Sixty percent of the students will score 850 or higher on Health Promotion and Maintenance section of the HESI Custom Test for Level II.

Strategic Plan Relationship

Outcome Results

37% of students scored at 850 or higher on the health promotion section of the HESI custom exam for Level II in spring of 2011. Not met.

Outcome Distance Learning Results

38% of Kaufman students and 20% of Athens students scored at 850 or higher on the health promotion section of the HESI custom exam for Level II in spring of 2011. Neither met the criterion.

Planned Improvement as an Outcome Result

Faculty have changed to a new patient care prep research sheet and students will be given completed generic prep sheets so they will only have to learn how to do one form. This should decrease confusion. Faculty will try to get students to focus on health promotion while clients are in the hospital. Faculty decided that we needed to decrease the expected outcome as we are not meeting these outcomes but students are still passing NCLEX at good rate. They decided on 50% criterion for Level II, 55% for Level III and 60% for Level IV.

Planned Distance Learning Improvement as an Outcome Result

Will continue to evaluate to see if there is a trend in differences of performance between Athens and Kaufman. This was the year we went to ETMC Athens and experiences so many technical difficulties with videoconferencing. Will evaluate for one more year before making changes. Have made change to have videoconferencing classes recorded so they can be watched within 2 weeks.

Associate Degree Nursing Education

Plan Period: FY11

Outcome ID#: 6323

Outcome Description

By the end of Level II, the student will be able to apply the nursing process to provide safe nursing care for diverse simulated clients/families experiencing common health care problems.

Outcome Strategy

Implement curriculum for Level I and II in class, skills, and clinical, incorporating changes decided at the last ADN faculty meeting, including emphasis on generic care plans.

Outcome Method

Five areas of nursing process and Safe/Effective Care Environment scores on HESI Custom Test for Level II in spring 2010.

Outcome Criterion

Sixty percent of the students will score at 850 or higher on each of the five areas of the nursing process and the safe/effective care environment area on the HESI Custom Test for Level II.

Strategic Plan Relationship

Outcome Results

Numbers of students who scored 850 or higher on the safe/effective care environment and 5 areas of the nursing process on the Level II HESI custom exam in spring of 2011 are:

Safe/effective care environment: 43%

Assessment - 33%

Analysis - 37%

Implementation - 45%

Planning - 60%

Evaluation 64%

Met for Planning and Evaluation only.

Outcome Distance Learning Results

Results are:

Planned Improvement as an Outcome Result

Faculty have changed to a new patient care prep research sheet and students will be given completed generic prep sheets so they will only have to learn how to do one form. This should decrease confusion. We are working on creating a new curriculum that focusses on clinical judgment but this will not be implemented until 2012. Faculty will begin giving competency based assignments in clinical which may help knowledge of the nursing process. Safety has been incorporated into each semester and will be a cornerstone of the new curriculum. Faculty decided that we needed to decrease the expected outcome as we are not meeting these outcomes but students are still passing NCLEX at good rate. They decided on 50% criterion for Level II, 55% for Level III and 60%

for Level IV.

Planned Distance Learning Improvement as an Outcome Result

Will continue to monitor Athens. This was the year we went to ETMC Athens and had so many technological problems. This year we will be recording all videoconferences so students can view them if there are technological problems.

Associate Degree Nursing Education

Plan Period: FY11

Outcome ID#: 6324

Outcome Description

By the end of Level II, the student will be able to promote physical health and wellness by providing care and comfort, reducing client risk potential, and managing health alterations for clients with common health problems (physiological integrity).

Outcome Strategy

Implement curriculum for Level I and II in class, skills, and clinical, incorporating changes decided at the last ADN faculty meeting, including generic care plans, and e-books.

Outcome Method

Physiological integrity section of the HESI Custom Test for Level II in spring 2011.

Outcome Criterion

Sixty percent of the students will score at 850 or higher on the physiological integrity section of the HESI Custom Test for Level II.

Strategic Plan Relationship

Outcome Results

37% of the students scored 850 or higher on the physiological integrity section of the HESI custom exam in Level II. Not met.

Outcome Distance Learning Results

39% of Kaufman students and 20% of Athens students scored 850 or higher on the physiological integrity section on the HESI custom exam. Not met in either site.

Planned Improvement as an Outcome Result

Faculty have changed to a new patient care prep research sheet and students will be given completed generic prep sheets so they will only have to learn how to do one form. This should decrease confusion. We are working on creating a new curriculum that focusses on clinical judgment but this will not be implemented until 2012. Faculty will begin giving competency based assignments in clinical which may help understanding of physiological integrity. Faculty decided that we needed to decrease the expected outcome as we are not meeting these outcomes but students are still passing NCLEX at good rate. They decided on 50% criterion for Level II, 55% for Level III and 60% for Level IV.

Planned Distance Learning Improvement as an Outcome Result

Will continue to monitor for trends. Will record all videoconference classes so students will be able to view if there were technological problems. This was the first year that we went to ETMC Athens where there were lots of technological problems.

Associate Degree Nursing Education

Plan Period: FY11

Outcome ID#: 6325

Outcome Description

By the end of Level III, the student will be able to demonstrate the ability to make safe and ethical collaborative clinical decisions for diverse clients/groups of clients.

Outcome Strategy

Implement curriculum for Level III in class, skills, and clinical, incorporating changes decided at the last ADN faculty meeting including used of case studies that address safety.

Outcome Method

Safe/Effective Care Environment section of the HESI Custom Test for Level III in fall 2010.

Outcome Criterion

Seventy percent of the students will score at 850 or higher on the Safe/Effective Care Environment of the HESI Custom Test for Level III.

Strategic Plan Relationship

Outcome Results

41% of students scored 850 or higher on the safe/effective care environment section of the custom HESI exam in Level III in fall of 2010. Not met.

Outcome Distance Learning Results

43% of Kaufman students and 33% of Athens students scores 850 or higher on this section. Neither site met the criterion.

Planned Improvement as an Outcome Result

Faculty will add more management questions on the unit tests to strengthen this area. Faculty decided that we needed to decrease the expected outcome as we are not meeting these outcomes but students are still passing NCLEX at good rate. They decided on 50% criterion for Level II, 55% for Level III and 60% for Level IV.

Planned Distance Learning Improvement as an Outcome Result

Will continue to monitor. This was the first year we were at ETMC Athens where we had lots of technological problems. We will be recording all videoconference classes in case there are problems.

Associate Degree Nursing Education

Plan Period: FY11

Outcome ID#: 6326

Outcome Description

By the end of Level III, the student will be able to use a systematic problem-solving process and critical thinking skills.

Outcome Strategy

Implement curriculum for Level III in class, skills and clinical, incorporating changes decided at the last ADN faculty meeting, including post-conference critical thinking exercises and case studies.

Outcome Method

Critical thinking score on the HESI Custom Test for Level III in fall 2010.

Outcome Criterion

Seventy percent of the students will score at 850 or higher on Critical Thinking section of the HESI Custom Test for Level III.

Strategic Plan Relationship

The HESI Custom Test for Level III measures critical thinking in nursing which meets the general education outcome related to demonstrating critical thinking skills.

Outcome Results

55% of the students scored 850 or higher on the critical thinking section of the HESI custom exam in Level III in fall 2010. Not met.

Outcome Distance Learning Results

57% of Kaufman students and 48% of Athens students scored 850 or higher on the HESI custom exam in Level III in fall of 2010. Neither site met the criterion.

Planned Improvement as an Outcome Result

Students will be given completed generic prep sheets so they will only have to learn how to do one form. This should decrease confusion. We are working on creating a new curriculum that focusses on clinical judgment but this will not be implemented until 2012. Faculty will begin giving competency based assignments in clinical which may help critical thinking. The new clinical prep sheet won't be implemented for Level III until 2012. Faculty decided that we needed to decrease the expected outcome as we are not meeting these outcomes but students are still passing NCLEX at good rate. They decided on 50% criterion for Level II, 55% for Level III and 60% for Level IV.

Planned Distance Learning Improvement as an Outcome Result

Will continue to monitor for trends. This was the first year at ETMC Athens when we had so many technological problems. We will be recording all videoconferences so students can watch later if there are technical problems.

Associate Degree Nursing Education

Plan Period: FY11

Outcome ID#: 6327

Outcome Description

By the end of Level III, the student will be able to promote physical health and wellness by providing care and comfort, reducing client risk potential, and managing health alterations for clients with health care problems that are hard to predict (physiological integrity).

Outcome Strategy

Implement curriculum for Level III in class and clinical, incorporating changes decided at the last ADN faculty meeting, including generic care plans.

Outcome Method

Physiological integrity score on the HESI Custom Test for Level III in fall 2010.

Outcome Criterion

Seventy percent of the students will score at 850 or higher on Physiological Integrity on the HESI Custom Test for Level III.

Strategic Plan Relationship

Outcome Results

57% of students scored 850 or higher on physiological integrity section of the HESI custom exam for Level III in fall of 2010. Not met.

Outcome Distance Learning Results

57% of Kaufman students and 58% of Athens students scored 850 or higher on the physiological integrity section of HESI custom exam in fall of 2010. Neither class met the criterion.

Planned Improvement as an Outcome Result

Students will be given completed generic prep sheets so they will only have to learn how to do one form. This should decrease confusion. We are working on creating a new curriculum that focusses on clinical judgment but this will not be implemented until 2012. Faculty will begin giving competency based assignments in clinical which may help understanding of physiological integrity. Faculty decided that we needed to decrease the expected outcome as we are not meeting these outcomes but students are still passing NCLEX at good rate. They decided on 50% criterion for Level II, 55% for Level III and 60% for Level IV.

Planned Distance Learning Improvement as an Outcome Result

Will continue to monitor for trends. This was the first year that we were at ETMC Athens where there were a lot of technological problems. We will be recording all videoconference classes so students can watch later if there are technical problems.

Associate Degree Nursing Education

Plan Period: FY11

Outcome ID#: 6328

Outcome Description

By the end of the program, the student will be able to demonstrate the ability to utilize critical thinking skills to make safe and ethical clinical decisions.

Outcome Strategy

Implement the entire curriculum in class, skills and clinical, incorporating changes decided at the last ADN faculty meeting, including increased use of case studies and generic prep sheets.

Outcome Method

Safe/Effective care environment and critical thinking scores on the HESI Exit Exam at the end of Level IV in spring 2011.

Outcome Criterion

Seventy-five percent of the students will score 850 or higher on Safe/Effective Care Environment and Critical Thinking on the HESI Exit Exam at the end of Level IV.

Strategic Plan Relationship

The HESI Exit Exam measures critical thinking in nursing which meets the general education outcome of demonstrating critical thinking skills.

Outcome Results

49% of students scored 850 or higher on the safe-effective care environment and 46% scored 850 or higher on the critical thinking section of HESI exit exam in Level IV in spring 2011. Neither met.

Outcome Distance Learning Results

50% of Kaufman students and 44% of Athens students scored 850 or higher on safe-effective care environment and 48% of Kaufman students and 36% of Athens students scored 850 or higher on the critical thinking section of the HESI exit exam in spring 2011 in Level IV. Neither site met criterion.

Planned Improvement as an Outcome Result

Faculty have changed to a new patient care prep research sheet for freshmen and both sets of students will be given completed generic prep sheets so they will only have to learn how to do one form. This should decrease confusion. We are working on creating a new curriculum that focusses on clinical judgment but this will not be implemented until 2012. Faculty will begin giving competency based assignments in clinical which may help critical thinking. Safety has been added to each course and will be a cornerstone in the new curriculum. Faculty decided that we needed to decrease the expected outcome as we are not meeting these outcomes but students are still passing NCLEX at good rate. They decided on 50% criterion for Level II, 55% for Level III and 60% for Level IV.

Planned Distance Learning Improvement as an Outcome Result

Will continue to monitor for trends. Last year was the first at ETMC Athens when there was a lot of technological

problems. We will be recording all videoconference classes so students will be able to watch later if there are technical problems.

Associate Degree Nursing Education

Plan Period: FY11

Outcome ID#: 6329

Outcome Description

By the end of the program, the student will be able to develop and implement a plan of care for the diverse client/family across the lifespan with complex health care needs in a variety of settings.

Outcome Strategy

Implement the entire curriculum in class, skills, and clinical, incorporating changes decided at the last ADN faculty meeting, including use of generic care plans.

Outcome Method

Five areas of the nursing process on the HESI Exit Exam at the end of Level IV in the spring of 2011.

Outcome Criterion

Seventy-five percent of the students will score at 850 or higher on the five areas of the nursing process on the HESI Exit Exam at the end of Level IV.

Strategic Plan Relationship

Outcome Results

The number of students who scored 850 or higher on the HESI exit exam in Level IV in spring 2011 in the nursing process section are:

Assessment - 51%

Analysis - 45%

Planning - 55%

Implementation - 42%

Evaluation - 55%

Not met in any area.

Outcome Distance Learning Results

The number of students who scored over 850 in each area are:

Planned Improvement as an Outcome Result

The faculty are going to create rubrics to evaluate written assignments in the spring to hopefully increase scores on critical thinking and implementation which seem to get lost in the formal paper format of Level IV. Faculty decided that we needed to decrease the expected outcome as we are not meeting these outcomes but students are still passing NCLEX at good rate. They decided on 50% criterion for Level II, 55% for Level III and 60% for Level IV.

Planned Distance Learning Improvement as an Outcome Result

Will continue to monitor for differences. This was the first year at ETMC Athens where there were a lot of technological problems. All videoconference classes will be recorded so students can watch if there are

technological problems.

Associate Degree Nursing Education

Plan Period: FY11

Outcome ID#: 6330

Outcome Description

By the end of the program, the student will be able to promote physical health and wellness by providing care and comfort, reducing client risk potential, and managing health alterations for clients with complex health care problems (physiological integrity).

Outcome Strategy

Implement the entire curriculum in class, skills and clinical, incorporating changes decided at the last ADN faculty meeting.

Outcome Method

Physiological integrity section on the HESI Exit Exam at the end of Level IV in the spring of 2011.

Outcome Criterion

Seventy-five percent of the students will score at 850 or higher on physiological integrity on the HESI Exit Exam at the end of Level IV.

Strategic Plan Relationship

Outcome Results

49% of students scored 850 or higher on the physiological integrity section of HESI exit exam in Level IV in spring of 2011. Not met.

Outcome Distance Learning Results

50% of Kaufman students and 44% of Athens students scored 850 or higher on the physiological integrity section on the HESI exit exam. Neither site met the criterion.

Planned Improvement as an Outcome Result

Faculty have changed to a new patient care prep research sheet for freshmen and students will be given completed generic prep sheets so they will only have to learn how to do one form. This should decrease confusion. We are working on creating a new curriculum that focusses on clinical judgment but this will not be implemented until 2012. Faculty will begin giving competency based assignments in clinical which may help understanding of physiological integrity. Faculty decided that we needed to decrease the expected outcome as we are not meeting these outcomes but students are still passing NCLEX at good rate. They decided on 50% criterion for Level II, 55% for Level III and 60% for Level IV.

Planned Distance Learning Improvement as an Outcome Result

Will continue to monitor differences. This was the first year at ETMC Athens where there was a lot of technological problems. All videoconference classes will be recorded so students can watch if there are technological problems.

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: 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: 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#: 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#: 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: 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: 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

Child Development Education

Plan Period: FY10

Outcome ID#: 5926

Outcome Description

Students will gain an understanding of current issues and trends impacting the early childhood profession.

Outcome Strategy

Students will develop the knowledge base 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 exam 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

The 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

NA

Outcome Distance Learning Results

Of the twenty-one students enrolled in the course, twenty-one students participated in the assessment and nineteen or 90% met the criteria for success.

Planned Improvement as an Outcome Result

No changes were made

Planned Distance Learning Improvement as an Outcome Result

NA

Computer Science Education

Plan Period: FY08

Outcome ID#: 1242

Outcome Description

Students will demonstrate an understanding of the basic principles a word processor for business applications, including formatting margins, font size, text enhancement, saving, opening, cut and paste, spell check, word wrap, alignment, indention, bullets, headers/footers, graphics, and printing..

Outcome Strategy

Students will gain the knowledge of Word Processing through reading the textbook material, interaction with instructor, and completing assigned homework/lab work

Outcome Method

The assessment of Word Processing, including formatting margins, texts, graphics, headers/footers, graphics, and printing will be determined by students completing an examination using SAM (Skills Assessment Manager) after presentation of the learning outcomes that will contain questions and/or tasks specifically developed to determine the level students have achieved the desired outcome.

Outcome Criterion

A minimum of 70% of the students who have completed the assessment will be able to achieve 70% of the desired outcome.

Strategic Plan Relationship

This outcome directly relates to students ability to engage in critical thinking by analyzing a problem and implementing a solution.

Outcome Results

Eighty Seven per cent (87%) of the (474 of 546), students assessed achieved seventy (70%) accuracy or greater when assessed on the learning outcome.

Outcome Distance Learning Results

Sixty six per cent (66%)of the students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcome.

Planned Improvement as an Outcome Result

Since ninety percent of the students achieved the objective no changes are planned in the delivery and assessment of this LEAP.

Planned Distance Learning Improvement as an Outcome Result

Quizzes were multiple choice/true/false. Quizzes need to include on-hands activities.

Computer Science Education

Plan Period: FY08

Outcome ID#: 1243

Outcome Description

Students will demonstrate the ability to design, create, query, and modify a database.

Outcome Strategy

Students will gain the knowledge of database design, creation, implementation and modification through reading the textbook material, interaction with instructor, and completing assigned homework/lab work

Outcome Method

The assessment of database design, creation, querying and modification will be determined by students completing an examination using SAM (Skills Assessment Manager) after presentation of the learning outcomes that will contain questions and/or tasks specifically developed to determine the level students have achieved the desired outcome.

Outcome Criterion

A minimum of 70% of the students who have completed the assessment will be able to achieve 70% of the desired outcome.

Strategic Plan Relationship

This outcome directly relates to students ability to engage in critical thinking by analyzing a problem and implementing a solution.

Outcome Results

Eighty percent (80%)(253/318) of the students assessed achieved Seventy (70%) accuracy or greater when assessed on the learning outcome.

The software, SAM, that was planned for use for the assessment was not ready due to publisher issues. Instructors need to encourage students to complete their Access lab assignments. Access is covered at the last of the semester. It is the hardest product to use for the students. Concentrate more on doing assignments in class.

Outcome Distance Learning Results

Fifty eight percent (58%)of the students assessed achieved seventy (70%) accuracy or greater when assessed on the learning outcome.

Planned Improvement as an Outcome Result

No changes are anticipated in the delivery and homework for the Face to Face classes.

Planned Distance Learning Improvement as an Outcome Result

The software, SAM, that was planned for use for the assessment was not ready due to publisher issues. Instructors need to encourage students to complete their Access lab assignments. Access is covered at the last of the semester. It is the hardest product to use for the students.

Computer Science Education

Plan Period: FY08

Outcome ID#: 1244

Outcome Description

Students will demonstrate an understanding of the basic principles of electronic spreadsheets for business applications, including formula building, formatting the worksheet, "what if" forecasting, charting, and printing..

Outcome Strategy

Students will gain the knowledge of spreadsheet design, creation, implementation and modification through reading the textbook material, interaction with instructor, and completing assigned homework/lab work

Outcome Method

The assessment of spreadsheet creation, formatting, formula building, graphing, and printing will be determined by students completing an examination using SAM (Skills Assessment Manager) after presentation of the learning outcomes that will contain questions and/or tasks specifically developed to determine the level students have achieved the desired outcome.

Outcome Criterion

A minimum of 70% of the students who have completed the assessment will be able to achieve 70% of the desired outcome.

Strategic Plan Relationship

This outcome directly relates to students ability to engage in critical thinking by analyzing a problem and implementing a solution.

Outcome Results

Eighty three percent (83%) (272/328) of the students assessed achieved seventy (70%) percent accuracy or greater when assessed on the learning outcome.

Outcome Distance Learning Results

Sixty four percent (64%) of the students assessed achieved seventy (70%) percent accuracy or greater when assessed on the learning outcome.

Planned Improvement as an Outcome Result

No changes are anticipated for the Face to Face classes.

Planned Distance Learning Improvement as an Outcome Result

Quizzes were multiple choice/true/false

Computer Science Education

Plan Period: FY09

Outcome ID#: 5720

Outcome Description

Students will demonstrate an understanding of the basic principles of a word processor for business applications, including formatting margins, font size, text enhancement, saving, opening, cut and paste, spell check, word wrap, alignment, indention, bullets, headers/footers graphics, and printing.

Outcome Strategy

Students will gain the knowledge of Word Processing through reading the textbook material, interactions with instructor, and completing assigned homework/lab work.

Outcome Method

The assessment of Word Processing including formatting margins, texts, graphics, headers/footers, graphics, and printing will be determined by students completing an examination after presentation of the learning outcomes that will contain questions and/or tasks specifically developed to determine the level students have achieved the desired outcome.

Outcome Criterion

A minimum of 75% of the students who have completed the assessments will be able to achieve 70% of the desired outcome.

Strategic Plan Relationship

The outcome directly relates to students ability to engage in critical thinking by analyzing a problem and implementing a solution.

Outcome Results

90% of students in on campus classes achieved this objective.

Outcome Distance Learning Results

82% of distance students achieved this objective.

Planned Improvement as an Outcome Result

This Leap has been achieved, and a new Leap will be developed for the Fall 2009.

Planned Distance Learning Improvement as an Outcome Result

NA

Computer Science Education

Plan Period: FY09

Outcome ID#: 5721

Outcome Description

Students will demonstrate the ability to design, create, query, and modify a database.

Outcome Strategy

Students will gain the knowledge of database design, creation, implementation and modification through reading the textbook material, interaction with the instructor, and completing assigned homework/lab work.

Outcome Method

The assessment of database design, creation, querying and modification will be determined by students completing an examination after presentation of the learning outcomes that will contain questions and/or tasks specifically developed to determine the level students have achieved the desired outcome.

Outcome Criterion

A minimum of 75% of the students who have completed the assessment will be able to achieve 70% of the desired outcome.

Strategic Plan Relationship

This outcome directly relates to students ability to engage in critical thinking by analyzing a problem and implementing a solution.

Outcome Results

77% of students in on campus classes achieved this objective.

Outcome Distance Learning Results

78% of distance students achieved this objective.

Planned Improvement as an Outcome Result

The learning outcome has been achieved, and a new Leap will be developed for Fall 2009.

Planned Distance Learning Improvement as an Outcome Result

NA

Computer Science Education

Plan Period: FY09

Outcome ID#: 5722

Outcome Description

Students will demonstrate an understanding of the basic principles of electronic spreadsheets for business applications, including formula building, formatting the worksheet, "what if" forecasting, charting, and printing.

Outcome Strategy

Students will gain the knowledge of spreadsheet design, creation, implementation, and modification through reading the textbook material, interaction with instructor, and completing assigned homework/lab work.

Outcome Method

The assessment of spreadsheet creation, formatting, formula building, graphing, and printing will be determined by students completing an examination after presentation of the learning outcomes that will contain questions and/or tasks specifically developed to determine the level students have achieved the desired outcomes.

Outcome Criterion

A minimum of 75% of the students who have completed the assessment will be able to achieve 70% of the desired outcome.

Strategic Plan Relationship

This outcome directly relates to students ability to engage in critical thinking by analyzing a problem and implementing a solution.

Outcome Results

83% of students in on campus classes achieved this objective.

Outcome Distance Learning Results

72% of distance students achieved this objective. This is below the desired 75% goal of achievement.

Planned Improvement as an Outcome Result

The combined achievement level for this objective is 81%. This Leap has been achieved, and a new Leap will be developed for the Fall of 2009.

Planned Distance Learning Improvement as an Outcome Result

NA

Computer Science Education

Plan Period: FY10

Outcome ID#: 6016

Outcome Description

Student will demonstrate an understanding of the basic principles of a word processor for business applications; including page numbering, proper use of footnotes, creation of a bibliography, headers/footers, graphics, and printing

Outcome Strategy

Students will gain the knowledge of Word Processing through reading the textbook material, interactions with their instructor, and completing assigned homework/lab work.

Outcome Method

The assessment of Word Processing including page numbering, proper use of footnotes, creation of a bibliography, headers/footers, graphics, and printing will be determined by students completing an examination after presentation of the learning outcomes that will contain questions and/or tasks specifically developed to determine the level students have achieved the desired outcome.

Outcome Criterion

A minimum of 75% of the students who have completed the assessments will be able to achieve 70% of the desired outcome.

Strategic Plan Relationship

The outcome directly relates to students ability to engage in critical thinking by analyzing a problem and implementing a solution.

Outcome Results

Ninety one per cent (91%) of the students assessed achieved seventy percent(70%) accuracy or greater when assessed on the learning outcome.

Outcome Distance Learning Results

Ninety percent (90%) of the students assessed achieved seventy percent(70%) accuracy or greater when assessed on the learning outcome.

Planned Improvement as an Outcome Result

Since ninety one percent of the students achieved the objective no changes are planned in the delivery and assessment of this LEAP.

Planned Distance Learning Improvement as an Outcome Result

A new LEAP needs to be developed. It should include a standard method of evaluation across all campuses.

Computer Science Education

Plan Period: FY10

Outcome ID#: 6017

Outcome Description

Students will demonstrate an understand of the basic principles of functions in an electronic spreadsheet; specifically using SUM, AVERAGE, MAX, MIN, and IF.

Outcome Strategy

Students will gain the knowledge of functions within Excel through reading the textbook material, interactions with their instructor, and completing assigned homework/lab work.

Outcome Method

The assessment of this leap including specifically using SUM, AVERAGE, MAX, MIN, and IF will be determined by students completing an examination after presentations of the learning outcomes that will contain questions and/or tasks specifically developed to determine the level students have achieved the desired outcome.

Outcome Criterion

A minimum of 75% of the students who have completed the assessments will be able to achieve 70% of the desired outcome.

Strategic Plan Relationship

The outcome directly relates to students ability to engage in critical thinking by analyzing a problem and implementing a solution.

Outcome Results

Ninety one per cent (91%) of the students assessed achieved seventy percent(70%) accuracy or greater when assessed on the learning outcome.

Outcome Distance Learning Results

Ninety one per cent (91%) of the students assessed achieved seventy percent(70%) accuracy or greater when assessed on the learning outcome.

Planned Improvement as an Outcome Result

Since ninety one percent of the students achieved the objective no changes are planned in the delivery and assessment of this LEAP.

Planned Distance Learning Improvement as an Outcome Result

A new LEAP needs to be developed. It should include a standard method of evaluation across all campuses.

Computer Science Education

Plan Period: FY10

Outcome ID#: 6018

Outcome Description

Students will gain the knowledge of using query in a database. They will be able to create queries of the following types: use text data in a criterion; use a wildcard; use AND in the criteria; use OR in the criteria; and create a calculated query.

Outcome Strategy

Students will gain the knowledge of using a "query" in a database through reading the textbook material, interactions with their instructor, and completing assigned homework/lab work.

Outcome Method

The assessment of this leap including specifically using query in a database of the following types: use text data in a criterion; use a wildcard; use AND in the criteria; use OR in the criteria; and create a calculated query will be determined by students completing an examination after presentations of the learning outcomes that will contain questions and/or tasks specifically developed to determine the level students have achieved the desired outcome

Outcome Criterion

A minimum of 75% of the students who have completed the assessments will be able to achieve 70% of the desired outcome.

Strategic Plan Relationship

The outcome directly relates to students ability to engage in critical thinking by analyzing a problem and implementing a solution.

Outcome Results

Eighty five per cent (85%) of the students assessed achieved seventy percent(70%) accuracy or greater when assessed on the learning outcome.

Outcome Distance Learning Results

Ninety percent (90%) of the students assessed achieved seventy percent(70%) accuracy or greater when assessed on the learning outcome.

Planned Improvement as an Outcome Result

Since eighty six percent (86%)of the students achieved the objective no changes are planned in the delivery and assessment of this LEAP.

Planned Distance Learning Improvement as an Outcome Result

A new LEAP needs to be developed. It should include a standard method of evaluation across all campuses.

Computer Science Education

Plan Period: FY11

Outcome ID#: 6300

Outcome Description

Students will demonstrate ability to: create a right aligned header with their name and page number in it utilizing the proper page code, and be able to change a selection of text from single to double space.

Outcome Strategy

Students will gain the knowledge of Word Processing through reading the textbook material, interactions with instructor, and completing assigned homework/lab work.

Outcome Method

The assessment of this will be determined by students completing an examination after presentation of the learning outcomes that will contain questions and/or tasks specifically developed to determine the level students have achieved the desired outcome.

Outcome Criterion

A minimum of 75% of the students who have completed the assessments will be able to achieve 70% of the desired outcome.

Strategic Plan Relationship

The outcome directly relates to students ability to engage in critical thinking by analyzing a problem and implementing a solution.

Outcome Results

Eighty three per cent (83%) of the students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcome.

Outcome Distance Learning Results

Seventy seven percent (77%) of the students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcome.

Planned Improvement as an Outcome Result

Since eighty three percent of the students achieved the objective no changes are planned in the delivery and assessment of this LEAP. A new LEAP needs to be developed. It should include a standard method of evaluation across all campuses.

Planned Distance Learning Improvement as an Outcome Result

Since seventy seven percent of the students achieved the objective no changes are planned in the delivery and assessment of this LEAP. A new LEAP needs to be developed. It should include a standard method of evaluation across all campuses.

Computer Science Education

Plan Period: FY11

Outcome ID#: 6301

Outcome Description

Students will demonstrate the ability to accurately use the following Functions in Excel: SUM, AVERAGE, MAX, MIN, and IF.

Outcome Strategy

Students will gain the knowledge of the proper use of Excel Functions through reading the textbook material, interaction with the instructor, and completing assigned homework/lab work

Outcome Method

The assessment of the correct use of Excel Functions will be determined by students completing an examination after presentation of the learning outcomes that will contain questions and/or tasks specifically developed to determine the level students have achieved the desired outcome.

Outcome Criterion

A minimum of 75% of the students who have completed the assessment will be able to achieve 70% of the desired outcome.

Strategic Plan Relationship

This outcome directly relates to students ability to engage in critical thinking by analyzing a problem and implementing a solution.

Outcome Results

Seventy per cent (70%) of the students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcome.

Outcome Distance Learning Results

Seventy eight percent (78%) of the students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcome.

Planned Improvement as an Outcome Result

On campus students did not achieve this LEAP. Distance students marginally achieved this LEAP. The computer science department has adopted a new book with an online assessment training program. This training should provide hands on reinforcement for this LEAP. This LEAP should be retained in its present form.

Planned Distance Learning Improvement as an Outcome Result

Distance students marginally achieved this LEAP, but on campus students did not achieve it. The computer science department has adopted a new book with an online assessment training program. This training should provide hands on reinforcement for this LEAP. This LEAP should be retained in its present form.

Computer Science Education

Plan Period: FY11

Outcome ID#: 6302

Outcome Description

Students will demonstrate the ability to use Access to query a table using the following query types: Criteria, Compound with OR, Compound with AND; and single field sort.

Outcome Strategy

Students will gain the knowledge of query design, creation, implementation, and modification through reading the textbook material, interaction with instructor, and completing assigned homework/lab work.

Outcome Method

The assessment of query design will be determined by students completing an examination after presentation of the learning outcomes that will contain questions and/or tasks specifically developed to determine the level students have achieved the desired outcomes.

Outcome Criterion

A minimum of 75% of the students who have completed the assessment will be able to achieve 70% of the desired outcome.

Strategic Plan Relationship

This outcome directly relates to students ability to engage in critical thinking by analyzing a problem and implementing a solution.

Outcome Results

Eighty four per cent (84%) of the students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcome

Outcome Distance Learning Results

Seventy six percent (76%) of the students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcome

Planned Improvement as an Outcome Result

Since eighty four percent of the students achieved the objective no changes are planned in the delivery and assessment of this LEAP. A new LEAP needs to be developed. It should include a standard method of evaluation across all campuses

Planned Distance Learning Improvement as an Outcome Result

Since seventy six percent of the students achieved the objective no changes are planned in the delivery and assessment of this LEAP. A new LEAP needs to be developed. It should include a standard method of evaluation across all campuses

Criminal Justice Education

Plan Period: FY08

Outcome ID#: 1249

Outcome Description

The student will be able to demonstrate an understanding of the correctional process including sentencing, community corrections, prisons, and correctional history.

Outcome Strategy

Students will gain an understanding of the desired outcome through reading the textbook material, class interaction and discussion, video presentations, and class demonstrations.

Outcome Method

The assessment of the desired outcome will be determined by students completing an examination after presentation of the learning outcomes that will contain questions specifically developed to determine the level students have achieved the desired outcome.

Outcome Criterion

A minimum of 80% of the students will be able to achieve the desired learning outcome based on the assessment activity.

Strategic Plan Relationship

The student will demonstrate the ability to communicate clearly. Reading skills will focus on comprehending, analyzing, interpreting, and evaluating printed and visual materials. Critical thinking skills and computer based technology are necessary for criminal justice occupations.

Outcome Results

Face to face: Fall 07

Face to face:

Based on pretest and post test feedback, students retention of material was improved through the use of visual stimuli. i.e.: Video, overhead and interactive power point. The examination results indicated that 23 students (82%) achieved a passing score of 2.0 or better, while 5 (18%) made below 2.0. In addition, 61% of the students had 3.0 or better.

Outcome Distance Learning Results

Distance Learning:

Planned Improvement as an Outcome Result

Students in face to face classes who were not achieving the desired outcomes were encouraged to seek tutoring and do extra work. All students were provided feedback on tests and assignments. Students respond positively to visual stimuli. This warrants an increase in interactive power point (TurningPoint) to compliment lectures and written work.

Planned Distance Learning Improvement as an Outcome Result

Students in distance education classes who were not achieving the desired outcomes were encouraged to seek tutoring and do extra work. All students were provided feedback on tests and assignments. Students who did not achieve the desired outcomes did not attempt the extra stimuli, extra exercises, and pretest reviews provided in the course. Many quit or did not attempt the extra assignments, extra work, quizzes, and tests during the semester as indicated by the course tracking tools provided for the instructor.

Criminal Justice Education

Plan Period: FY08

Outcome ID#: 1250

Outcome Description

The student will be able to demonstrate an understanding of the judiciary functions of the Criminal Justice System. The student will be able to describe and explain the Federal and State court systems, including pre-trial processes, prosecutor functions, and courts procedures.

Outcome Strategy

Students will gain an understanding of the desired outcome through reading the textbook material, class interaction and discussion, video presentations, and class demonstrations.

Outcome Method

The assessment of the desired outcome will be determined by students completing an examination after presentation of the learning outcomes that will contain questions specifically developed to determine the level students have achieved the desired outcome.

Outcome Criterion

A minimum of 80% of the students will be able to achieve the desired learning outcome based on the assessment activity.

Strategic Plan Relationship

The student will demonstrate the ability to communicate clearly. Reading skills will focus on comprehending, analyzing, interpreting, and evaluating printed and visual materials. Critical thinking skills and computer based technology are necessary for criminal justice occupations.

Outcome Results

Face to face: fall 07

Based on pretest and post test feedback, students retention of material was improved through the use of visual stimuli. i.e.: Video, overhead and interactive power point. The examination results indicated that 23 students (85%) achieved a passing score of 2.0 or better, while 4 (15%) made below 2.0. In addition, 82% of the students had 3.0 or better.

Outcome Distance Learning Results

Distance Learning: spring 08

Planned Improvement as an Outcome Result

Students in face to face classes who were not achieving the desired outcomes were encouraged to seek tutoring and do extra work. All students were provided feedback on tests and assignments. Students respond positively to visual stimuli. This warrants an increase in interactive power point (TurningPoint) to compliment lectures and written work.

Planned Distance Learning Improvement as an Outcome Result

Students in distance education classes who were not achieving the desired outcomes were encouraged to seek tutoring and do extra work. All students were provided feedback on tests and assignments. Students who did not achieve the desired outcomes did not attempt the extra stimuli, extra exercises, and pretest reviews provided in the course. Many quit or did not attempt the extra assignments, extra work, quizzes, and tests during the semester as indicated by the course tracking tools provided for the instructor.

Criminal Justice Education

Plan Period: FY08

Outcome ID#: 1251

Outcome Description

The student will be able to demonstrate an understanding of the Police function in the Criminal Justice System. The student will be able to describe and explain the role of the Police in American society. The student will be able to explain the varied methods, styles, and techniques of Law Enforcement in America.

Outcome Strategy

Students will gain an understanding of the desired outcome through reading the textbook material, class interaction and discussion, video presentations, and class demonstrations.

Outcome Method

The assessment of the desired outcome will be determine by students completing an examination after presentation of the learning outcomes that will contain questions specifically developed to determine the level students have achieved the desired outcome.

Outcome Criterion

A minimum of 80% of the students will be able to achieve the desired learning outcome based on the assessment activity.

Strategic Plan Relationship

The student will demonstrate the ability to communicate clearly. Reading skills will focus on comprehending, analyzing, interpreting, and evaluating printed and visual materials. Critical thinking skills and computer based technology are necessary for criminal justice occupations.

Outcome Results

Face to face: spring 08

Based on pretest and post test feedback, students retention of material was improved through the use of visual stimuli. i.e.: Video, overhead and interactive power point. The examination results indicated that 23 students (89%) achieved a passing score of 2.0 or better, while 3 (11%) made below 2.0. In addition, 69% of the students had 3.0 or better.

Outcome Distance Learning Results

Distance education: spring 08

Planned Improvement as an Outcome Result

Students in face to face classes who were not achieving the desired outcomes were encouraged to seek tutoring and do extra work. All students were provided feedback on tests and assignments. Students respond positively to visual stimuli. This warrants an increase in interactive power point (TurningPoint) to compliment lectures and written work.

Planned Distance Learning Improvement as an Outcome Result

Students in distance education classes who were not achieving the desired outcomes were encouraged to seek

tutoring and do extra work. All students were provided feedback on tests and assignments. Students who did not achieve the desired outcomes did not attempt the extra stimuli, extra exercises, and pretest reviews provided in the course. Many quit or did not attempt the extra assignments, extra work, quizzes, and tests during the semester as indicated by the course tracking tools provided for the instructor.

Criminal Justice Education

Plan Period: FY09

Outcome ID#: 5742

Outcome Description

The student will be able to demonstrate an understanding of the Police Organizational function in the Criminal Justice System. The student will be able to describe and explain the role of the Police in American society. The student will be able to explain the varied methods, and styles of law enforcement organization in America.

Outcome Strategy

Students will gain an understanding of the desired outcome through reading the textbook material, class interaction and discussion, video presentations, and class demonstrations.

Outcome Method

The assessment of the desired outcome will be determined by students completing an examination after presentation of the learning outcomes that will contain questions specifically developed to determine the level students have achieved the desired outcome.

Outcome Criterion

A minimum of 85% of the students will be able to achieve the desired learning outcome based on the assessment activity.

Strategic Plan Relationship

The student will demonstrate the ability to communicate clearly. Reading skills will focus on comprehending, analyzing, interpreting, and evaluating printed and visual materials. Critical thinking skills and computer based technology are necessary for criminal justice occupations.

Outcome Results

No face to face.

Outcome Distance Learning Results

Police internet course.

Planned Improvement as an Outcome Result

No face to face.

Planned Distance Learning Improvement as an Outcome Result

Police internet course.

Criminal Justice Education

Plan Period: FY09

Outcome ID#: 5746

Outcome Description

The student will be able to describe and explain the function of the different levels of the Federal and Texas Court System.

Outcome Strategy

Students will gain an understanding of the desired outcome through reading the textbook material, class interaction and discussion, video presentations, and class demonstrations.

Outcome Method

The assessment of the desired outcome will be determined by students completing an examination after presentation of the learning outcomes that will contain questions specifically developed to determine the level students have achieved the desired outcome.

Outcome Criterion

A minimum of 85% of the students will be able to achieve the desired learning outcome based on the assessment activity.

Strategic Plan Relationship

The student will demonstrate the ability to communicate clearly. Reading skills will focus on comprehending, analyzing, interpreting, and evaluating printed and visual materials. Critical thinking skills and computer based technology are necessary for criminal justice occupations.

Outcome Results

No face to face.

Outcome Distance Learning Results

Courts internet course.

Planned Improvement as an Outcome Result

No face to face.

Planned Distance Learning Improvement as an Outcome Result

Courts internet course.

Criminal Justice Education

Plan Period: FY09

Outcome ID#: 5749

Outcome Description

The student will be able to demonstrate an understanding of the correctional functions of community corrections and prisons.

Outcome Strategy

Students will gain an understanding of the desired outcome through reading the textbook material, class interaction and discussion, video presentations, and class demonstrations.

Outcome Method

The assessment of the desired outcome will be determined by students completing an examination after presentation of the learning outcomes that will contain questions specifically developed to determine the level students have achieved the desired outcome.

Outcome Criterion

A minimum of 85% of the students will be able to achieve the desired learning outcome based on the assessment activity.

Strategic Plan Relationship

The student will demonstrate the ability to communicate clearly. Reading skills will focus on comprehending, analyzing, interpreting, and evaluating printed and visual materials. Critical thinking skills and computer based technology are necessary for criminal justice occupations.

Outcome Results

Face to face course.
Based on lecture, pretest, posttest, written assignments, and assessments, students were offered retention aids in the form of videos, written assignments, online study activities, and various links. The examination results indicated that 56% of students demonstrated an understanding of the corrections function.

Outcome Distance Learning Results

Corrections internet course.

Planned Improvement as an Outcome Result

Face to face course.
Students in face to face class who were not achieving the desired outcomes were encouraged to seek tutoring

and do extra work. All students were provided feedback on tests and assignments. Students who did not achieve the desired outcomes did not attempt the extra stimuli, extra exercises, and pretest reviews provided in the course. Many did not attempt the extra assignments, extra work, quizzes, and tests during the semester.

Planned Distance Learning Improvement as an Outcome Result

Corrections internet course.

Criminal Justice Education

Plan Period: FY10

Outcome ID#: 6013

Outcome Description

The student will be able to describe and explain the function of the Police routine patrol.

Outcome Strategy

The student will gain an understanding of the desired outcome through reading the textbook material, class interaction and discussion, video presentations, and class demonstrations.

Outcome Method

The assessment of the desired outcome will be determined by students completing a pre-examination and a post-examination after presentation of the learning outcome material that will contain questions specifically developed to determine the comprehension students have achieved the desired outcome.

Outcome Criterion

The determination of the achievement will be demonstrated by the comparison of the pre-test and post-test results as well as the accuracy of the written assignments on this outcome. A minimum of 85% of the students will be able to achieve the desired learning outcome based on the assessment activity.

Strategic Plan Relationship

The student will demonstrate the ability to communicate clearly. Reading skills will focus on comprehending, analyzing, interpreting, and evaluating printed and visual materials. Critical thinking skills and computer based technology are necessary for criminal justice occupations.

Outcome Results

No face to face course.

Outcome Distance Learning Results

Police internet course.

Planned Improvement as an Outcome Result

No face to face course.

Planned Distance Learning Improvement as an Outcome Result

Students that participated in all the course activities achieved the desired outcome. No changes anticipated.

Criminal Justice Education

Plan Period: FY10

Outcome ID#: 6014

Outcome Description

The student will be able to describe and explain the function of The Supreme Court of the United States and how it influences law enforcement activity.

Outcome Strategy

Students will gain an understanding of the desired outcome through reading the textbook material, class interaction and discussion, video presentations, and class demonstrations.

Outcome Method

The assessment of the desired outcome will be determined by students completing a pre-examination and a post-examination after presentation of the learning outcome material that will contain questions specifically developed to determine the comprehension students have achieved the desired outcome.

Outcome Criterion

The determination of the achievement will be demonstrated by the comparison of the pre-test and post-test results as well as the accuracy of the written assignments on this outcome. A minimum of 85% of the students will be able to achieve the desired learning outcome based on the assessment activity.

Strategic Plan Relationship

The student will demonstrate the ability to communicate clearly. Reading skills will focus on comprehending, analyzing, interpreting, and evaluating printed and visual materials. Critical thinking skills and computer based technology are necessary for criminal justice occupations.

Outcome Results

No face to face.

Outcome Distance Learning Results

Courts internet course.

Planned Improvement as an Outcome Result

No face to face.

Planned Distance Learning Improvement as an Outcome Result

Courts internet course.

Criminal Justice Education

Plan Period: FY10

Outcome ID#: 6015

Outcome Description

The student will be able to demonstrate an understanding of the State Prison function in the criminal justice system.

Outcome Strategy

Students will gain an understanding of the desired outcome through reading the textbook material, class interaction and discussion, video presentations, and class demonstrations.

Outcome Method

The assessment of the desired outcome will be determined by students completing a pre-examination and a post-examination after presentation of the learning outcome material that will contain questions specifically developed to determine the comprehension students have achieved the desired outcome.

Outcome Criterion

The determination of the achievement will be demonstrated by the comparison of the pre-test and post-test results as well as the accuracy of the written assignments on this outcome. A minimum of 85% of the students will be able to achieve the desired learning outcome based on the assessment activity

Strategic Plan Relationship

The student will demonstrate the ability to communicate clearly. Reading skills will focus on comprehending, analyzing, interpreting, and evaluating printed and visual materials. Critical thinking skills and computer based technology are necessary for criminal justice occupations.

Outcome Results

No face to face.

Outcome Distance Learning Results

Corrections internet course.

Planned Improvement as an Outcome Result

No face to face.

Planned Distance Learning Improvement as an Outcome Result

Corrections internet course.

Criminal Justice Education

Plan Period: FY11

Outcome ID#: 6477

Outcome Description

The student will be able to describe the function of the Police Directed patrol operations.

Outcome Strategy

The student will gain an understanding of the desired outcome through reading the textbook material, class interaction and discussion, video presentations, and class demonstrations.

Outcome Method

The assessment of the desired outcome will be determined by students completing written assignments and an examination after presentation of the learning outcome material that will contain questions specifically developed to determine the comprehension students have achieved the desired outcome.

Outcome Criterion

The determination of the achievement will be demonstrated by the comparison of the test results as well as the accuracy of the written assignments on this outcome. A minimum of 85% of the students will be able to achieve the desired learning outcome based on the assessment activity.

Strategic Plan Relationship

The student will demonstrate the ability to communicate clearly in written assignments. Reading skills will focus on comprehending, analyzing, interpreting, and evaluating printed and visual materials. Critical thinking skills are necessary for criminal justice occupations.

Outcome Results

Not a face to face course.

Outcome Distance Learning Results

Police internet course.

Planned Improvement as an Outcome Result

Not a face to face course.

Planned Distance Learning Improvement as an Outcome Result

Students that participated in all the course activities achieved the desired outcome. No changes anticipated.

Criminal Justice Education

Plan Period: FY11

Outcome ID#: 6478

Outcome Description

The student will be able to describe and explain the function of the District Trial court.

Outcome Strategy

Students will gain an understanding of the desired outcome through reading the textbook material, class interaction and discussion, video presentations, and class demonstrations.

Outcome Method

The assessment of the desired outcome will be determined by students completing a written assignment and an examination after presentation of the learning outcome material that will contain questions specifically developed to determine the comprehension students have achieved the desired outcome.

Outcome Criterion

The determination of the achievement will be demonstrated by the results of the examination as well as the accuracy of the written assignments on this outcome. A minimum of 85% of the students will be able to achieve the desired learning outcome based on the assessment activity.

Strategic Plan Relationship

The student will demonstrate the ability to communicate clearly. Reading skills will focus on comprehending, analyzing, interpreting, and evaluating printed and visual materials. Critical thinking skills and computer based technology are necessary for criminal justice occupations.

Outcome Results

Not a face to face course.

Outcome Distance Learning Results

Courts internet course.

Planned Improvement as an Outcome Result

Not a face to face course

Planned Distance Learning Improvement as an Outcome Result

Courts internet course.

Criminal Justice Education

Plan Period: FY11

Outcome ID#: 6479

Outcome Description

The student will be able to demonstrate an understanding of the Local Jail function in the criminal justice system.

Outcome Strategy

Students will gain an understanding of the desired outcome through reading the textbook material, class interaction and discussion, video presentations, and class demonstrations.

Outcome Method

The assessment of the desired outcome will be determined by students completing a written assignment and an examination after presentation of the learning outcome material that will contain questions specifically developed to determine the comprehension students have achieved the desired outcome.

Outcome Criterion

The determination of the achievement will be demonstrated by the comparison of the exam results as well as the accuracy of the written assignments on this outcome. A minimum of 85% of the students will be able to achieve the desired learning outcome based on the assessment activity

Strategic Plan Relationship

The student will demonstrate the ability to communicate clearly. Reading skills will focus on comprehending, analyzing, interpreting, and evaluating printed and visual materials. Critical thinking skills and computer based technology are necessary for criminal justice occupations.

Outcome Results

Not a face to face course.

Outcome Distance Learning Results

Corrections internet course.

Planned Improvement as an Outcome Result

Not a face to face course.

Planned Distance Learning Improvement as an Outcome Result

All students were provided feedback on tests and assignments. The students that completed all the required tools for understanding jail functions achieved the desired outcomes as indicated by the course tracking tools provided for the instructor. No changes anticipated

Economics Education

Plan Period: FY08

Outcome ID#: 1226

Outcome Description

Students will demonstrate an understanding of the purpose, tools, problems and intended and possible unintended effects of fiscal policy.

Outcome Strategy

Students will attend class and/or do the assigned readings related to fiscal policy. They will engage in face to face or on line discussions that will encourage critical thinking and problem solving appropriate to fiscal policy implementation.

Outcome Method

Students will be tested at the end of the unit of study and a block of questions will be devoted to the desired outcome statement. The questions will evaluate factual knowledge as well as more complex knowledge related to the effects, problems and benefits of fiscal policy.

Outcome Criterion

Seventy percent of the students should score a minimum of 70% correct answers on the questions within this block.

Strategic Plan Relationship

Outcome Results

The results of the evaluation of this particular LEAP indicate that 78% of the students tested achieved a 70% or higher mastery rate. These results are compiled from economics classes in Palestine, Terrell and Athens. This seems to be very acceptable when one considers that this assessment was taken from a demanding, comprehensive final exam.

Outcome Distance Learning Results

We do not currently have data regarding this LEAP. Please read "Changes as a Result of Evaluation - Distance Learning.

Planned Improvement as an Outcome Result

This particular LEAP reflects a significant component in macroeconomics and will most likely be repeated often. We will examine the possibility of increasing the number of questions on the test. This should increase the reliability of the results.

Planned Distance Learning Improvement as an Outcome Result

Because of the testing arrangement currently practiced in our Internet economics class, the assessment instrument is not compatible. We will have to devise a reliable, quantitative approach to testing the Internet students.

Economics Education

Plan Period: FY08

Outcome ID#: 1227

Outcome Description

Students will demonstrate an understanding of the concepts of price elasticity of demand and how it relates to total revenue.

Outcome Strategy

Students will engage in lectures, sample work and readings as they relate to the concepts of price elasticity of demand and how these concepts affect total revenue generated. Students will learn the different characteristics of products and demand and how these characteristics affect consumer responses.

Outcome Method

Students will be tested at the end of the unit of study and a block of questions and problems will be devoted to the desired outcome statement. The questions will be included in a format that will evaluate factual information, ask the students to make logical projections and calculate the actual results.

Outcome Criterion

Seventy percent of the students should score a minimum of 70% on this block of test questions.

Strategic Plan Relationship

Outcome Results

The results of the assessment for this LEAP indicate that 73% of the students mastered the material at a rate of 70% or higher. This particular LEAP is a major component in microeconomics and will most likely be repeated from time to time. Students from Palestine, Terrell and Athens were given this set of questions on a comprehensive final exam.

Outcome Distance Learning Results

We do not currently have comparable data regarding our distance ed students. Please read "Changes as a Result of Evaluation - Distance Learning".

Planned Improvement as an Outcome Result

This particular LEAP has been used on several occasions and has been refined to be effectively evaluated.

Planned Distance Learning Improvement as an Outcome Result

Compatible evaluation instruments must be designed for our distance learning students. This particular LEAP will be repeated next year and plans are underway to evaluate this LEAP during the first test of the semester.

Economics Education

Plan Period: FY08

Outcome ID#: 1228

Outcome Description

Students will demonstrate an understanding of the basic laws of supply and demand and the effects on price and quantity equilibrium.

Outcome Strategy

Students will hear lectures coupled with drawings and transparencies that explain these concepts. Distance ed students will have similar learning tools embedded in their course tools. All students will be expected to read the related materials in the text.

Outcome Method

Students will be able to read and interpret information on supply and demand curves and will understand how the movement along or among different curves will effect price and quantity equilibrium. These questions will be presented in a block of multiple choice questions.

Outcome Criterion

Seventy percent of the students should score a minimum of 70% on the related block of questions.

Strategic Plan Relationship

Outcome Results

A set of related questions on comprehensive final exams indicate that 67% of the students achieved a mastery rate of 70% or higher on this LEAP. Students from Palestine, Terrell and Athens were assessed.

Outcome Distance Learning Results

We do not have data regarding this particular LEAP for our distance learning students. Please read "Changes as a Result of Evaluation - Distance Learning".

Planned Improvement as an Outcome Result

This material is the "oldest" material our students study in macroeconomics and represents only a review to our microeconomics students. Assessment on a comprehensive final exam is perhaps a negatively skewed instrument. We will entertain evaluating this LEAP in an earlier test similar to our plans for our distance learning students and will keep our original goal of 70% achieving a mastery rate of 70%.

Planned Distance Learning Improvement as an Outcome Result

This LEAP is a constant in both macroeconomics and microeconomics and is a good evaluation tool for both of the courses. It will be easy to incorporate an analysis process for this LEAP on the first test in both macro and micro.

Economics Education

Plan Period: FY09

Outcome ID#: 5756

Outcome Description

Students will be able to demonstrate an understanding of oligopoly market structures and will be able to identify the benefits and disadvantages of such structures as it relates to the consumer.

Outcome Strategy

Students will read the textbook chapter that defines and explains the nature of oligopolies. They will be given review questions and opportunities to ask questions and discuss the topic. Distance learning students will have a discussion question on the discussion board that will relate to this topic.

Outcome Method

All students, including distance learning students, will be required to complete a block of questions related to this outcome.

Outcome Criterion

Seventy percent of the completers will be able to answer 70% of the block of questions correctly. The distance learner completers should average 8 out of 10 points on their discussion board score.

Strategic Plan Relationship

Outcome Results

In the face to face classes on the Athens, Palestine and Terrell campuses, 72% of the students score 70% or higher on the series of related questions.

Outcome Distance Learning Results

The distance learning criteria did not work well. Because grammar and spelling are graded and student responses to other students are also a part of the score, these scores did not reflect mastery of the content.

Planned Improvement as an Outcome Result

We are pleased with the results but because this is a micro goal, our student base is always small. We believe the results are accurate but increasing the number of questions could be a possible safety net for continued accurate data.

Planned Distance Learning Improvement as an Outcome Result

The distance learning component still needs a valid design. We will continue to develop some form of evaluation that will be more effective.

Economics Education

Plan Period: FY09

Outcome ID#: 5757

Outcome Description

Students will be able to understand the effects of shifts in demand curves and supply curves and will be able to see how each of these shifts can impact price.

Outcome Strategy

Students will read the material in the text and will see demonstrations and engage in exercises in their face to face classes. Distance learners will experience a discussion board question that will develop deeper understanding.

Outcome Method

All students will be required to answer a block of questions that directly relates to this outcome.

Outcome Criterion

Seventy percent of the completers will answer a minimum of 70% of these questions correctly.

Strategic Plan Relationship

Outcome Results

Seventy-seven percent of the students in combined data from Athens, Palestine, and Terrell, scored at least 70% on this series of related questions. Many students scored 100% and many more scored in the 90 and 80 percentage range.

Outcome Distance Learning Results

We continue to struggle with an effective evaluation method for this outcome. The discussion board scoring includes so many other issues, that this form of evaluation does not reflect mastery nor the lack of mastery. Although we definitely include a series of related questions, the question numbers are scrambled so insure test security.

Planned Improvement as an Outcome Result

We are very pleased with the performance on this goal. This particular goal is essential to both macro and micro studies so our student base is large. Because this goal is so fundamental to both courses, it is an ever-present goal.

Planned Distance Learning Improvement as an Outcome Result

The discussion board did not prove to be an accurate method of evaluating mastery of this goal. We will look at the possibility of blocking a group of questions that will not have the scramble function in play. This option is a concern as the number of testing locations is increasing because of the growth of dual credit. This option will be used only if we cannot devise a different option.

Economics Education

Plan Period: FY09

Outcome ID#: 5758

Outcome Description

Students will demonstrate an understanding of the advantages and the limitations of Monetary Policy.

Outcome Strategy

Students will read the text and hear lectures in their face to face class. Distance learners will create their own and read discussion postings that relate to the topic.

Outcome Method

All students will be required to answer a block of questions related to the topic. Distance learners will also be evaluated on their discussion board work.

Outcome Criterion

Seventy percent of the completers should answer a minimum of 70% of these questions correctly and the distance learners completers should also average 8 out of 10 points on their discussion postings.

Strategic Plan Relationship

Outcome Results

Exactly 70% of the students in combined data from Athens, Palestine, and Terrell scored at least 70% on this series of related questions. Although we would have liked a higher percentage of our students mastering this goal at this level, this is a goal related to the "off sync" macro course. Our student base for this data was a total of 40 students.

Outcome Distance Learning Results

As in all of the goals, we have determined that the idea of evaluating this outcome based on the discussion board, was not a good choice. Many of the students mastered the content but lost points because of spelling, grammar and lateness of the submission.

Planned Improvement as an Outcome Result

This goal is a very important goal and we will continue to use this particular LEAP. It is possible that the results will never be as impressive as we would like unless our student base increases and we can effectively include the distance learners.

Planned Distance Learning Improvement as an Outcome Result

We will continue with trial and error on formulating an implementation and evaluation process that will give us accurate data.

Economics Education

Plan Period: FY11

Outcome ID#: 6297

Outcome Description

Students will demonstrate an understanding of the rationale for, the implementation of the Law of Supply & Demand.

Outcome Strategy

Students will attend class and/or do the assigned readings related to the Law of Supply and Demand. They will engage in face to face or in an on line discussion of actual cases related to Supply and Demand.

Outcome Method

Students will be tested at the end of the unit of study and a block of questions will be devoted to the desired outcome statement. The questions will evaluate factual knowledge and will also require critical thinking and application skills.

Outcome Criterion

Seventy percent of the tested students will score a minimum of 70% correct answers on the related questions.

Strategic Plan Relationship

Economic issues are directly tied to political agendas and have serious social implications. The methods to stimulate Supply and Demand in a market economy are somewhat controversial and are examined in the political, social and economic institutions of our nation.

Outcome Results

Seventy five percent of the tested students scored a minimum of 70% correct answers on the related questions.

Outcome Distance Learning Results

Fifty three percent of the tested students scored a minimum of 70% correct answers on the related questions.

Planned Improvement as an Outcome Result

No changes expected.

Planned Distance Learning Improvement as an Outcome Result

The economics department will be including "Arnold Office Hours", a series of video study aides, with the new edition of our textbook. This will be an ideal addition for the students since 100% of the students are distance learners.

Economics Education

Plan Period: FY11

Outcome ID#: 6298

Outcome Description

Students will demonstrate an understanding of the purpose, tools, problems and intended and possible unintended effects of monetary and fiscal policy. Students will understand this information in relation to current events.

Outcome Strategy

Students will attend class and/or do the assigned readings related to monetary and fiscal policy. They will engage in face to face or in on line discussions that will encourage critical thinking and problem solving as it relates to the use of monetary and fiscal policy.

Outcome Method

Students will be tested at the end of the units of study and a block of questions will be devoted to the desired outcome statement. The questions will evaluate factual knowledge as well as more complex knowledge related to the effects, problems and benefits of monetary and fiscal policy.

Outcome Criterion

Seventy percent of the students should score a minimum of 70% correct answers on the questions within this block.

Strategic Plan Relationship

The concept of monetary and fiscal policy is very much a part of political, economic and social dynamics. Students will have the opportunity to understand the heart of the issues and determine their opinions on the use of monetary and fiscal policy.

Outcome Results

Eighty five percent of the tested students scored a minimum of 70% correct answers on the related questions.

Outcome Distance Learning Results

Fifty eight percent of the tested students scored a minimum of 70% correct answers on the related questions.

Planned Improvement as an Outcome Result

No changes expected.

Planned Distance Learning Improvement as an Outcome Result

The economics department will be including "Arnold Office Hours", a series of video study aides, with the new edition of our textbook. This will be an ideal addition for the students since 100% of the students are distance learners.

Economics Education

Plan Period: FY11

Outcome ID#: 6299

Outcome Description

Students will demonstrate an understanding of the academic concept and the methods of the computation of elasticity. Students will also be able to apply these concepts to economic conditions and marketing issues.

Outcome Strategy

Students will attend class and/or read material related to the application of elasticity to economics and will be given practice computations and the opportunity to analyze the meaning of the results.

Outcome Method

Students will be tested at the end of the unit of study and a block of questions will be related to this outcome. The questions will require an understanding of factual information as well as an ability to apply the information.

Outcome Criterion

Seventy percent of the students should score a minimum of 70% correct answers on the questions within this block.

Strategic Plan Relationship

This particular goal will ask students to prepare data using a simple formula. They will then apply what they have learned and use logic skills to determine the meaning and value of the data.

Outcome Results

Seventy five percent of the tested students scored a minimum of 70% correct answers on the related questions.

Outcome Distance Learning Results

Eighty five percent of the tested students scored a minimum of 70% correct answers on the related questions.

Planned Improvement as an Outcome Result

No changes expected.

Planned Distance Learning Improvement as an Outcome Result

The economics department will be including "Arnold Office Hours", a series of video study aides, with the new edition of our textbook. This will be an ideal addition for the students since 100% of the students are distance learners.

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.

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.

Fire Sciences Education

Plan Period: FY08

Outcome ID#: 5563

Outcome Description

The class will identify and discuss the key managerial issues that face the fire chief and other department managers, the chief administrative officer, and local elective officials. When it encompasses relevant theory and research, it does so primarily as background for practical management decision making.

Outcome Strategy

STUDENTS WILL GAIN AN UNDERSTANDING OF THE DESIRED OUTCOME THROUGH READING THE TEXTBOOK MATERIALS, CLASS INTERACTION AND DISCUSSION, PRACTICE EXERCISE, AND CLASS DEMONSTRATION.

Outcome Method

THE ASSESSMENT OF THE DESIRED OUTCOME WILL BE DETERMINED BY STUDENTS COMPLETING AN EXAMINATION AFTER PRESENTATION OF THE LEARNING OUTCOMES THAT WILL CONTAIN QUESTIONS SPECIFICALLY DEVELOPED TO DETERMINED THE LEVEL STUDENTS HAVE ACHIEVED

Outcome Criterion

A MINIMUM OF 90% OF THE STUDENTS WILL BE ABLE TO ACHIEVE THE DESIRED LEARNING OUTCOME BASED ON THE ASSESSMENT ACTIVITY

Strategic Plan Relationship

Outcome Results

NA

Outcome Distance Learning Results

One Hundred percent of the students demonstrated their understanding of the desired learning outcome on an assessment test

Planned Improvement as an Outcome Result

The textbook was changed for the following year in order to bring up to date the changing managerial styles that is necessary in today's emergency services.

Planned Distance Learning Improvement as an Outcome Result

NA

Fire Sciences Education

Plan Period: FY08

Outcome ID#: 5570

Outcome Description

This course is designed to educate the student to the fact that Hazardous Materials are at the heart of our technology-based society and that we have entered into a different world since 9/11. That world is considerably more dangerous with terrorists using Hazardous Materials as weapons of mass destruction. Now the emergency responder must not only save lives and property but help to secure and preserve our homeland.

Outcome Strategy

- 1) Lecture presentation, and demonstration of principal points being studied.
- 2) Questions by students and instructor.
- 3) Discussion of relevant materials and ideas.
- 4) Films and slides shall be used when appropriate to the materials being covered.

Outcome Method

There will be four major tests, each accounting for 25% of the grade. The final will cover all material in the book, material handed out during class, and material covered during class participation.

Outcome Criterion

This course is designed to educate the student to the fact that Hazardous Materials are at the heart of our technology-based society and that we have entered into a different world since 9/11. That world is considerably more dangerous with terrorists using Hazardous Materials as weapons of mass destruction. Now the emergency responder must not only save lives and property but help to secure and preserve our homeland.

Strategic Plan Relationship

Outcome Results

NA

Outcome Distance Learning Results

One hundred percent of the students demonstrated their understanding of the desired learning outcome on an assessment test.

Planned Improvement as an Outcome Result

After reviewing the course material in the textbook I realized that an update of the material was needed. Once again a change in the textbook was needed for the next class.

Planned Distance Learning Improvement as an Outcome Result

NA

Fire Sciences Education

Plan Period: FY08

Outcome ID#: 5571

Outcome Description

Analysis of the nature of fire problems and selection of initial strategies and tactics including an in-depth study of efficient use of manpower and equipment to mitigate the emergency

Outcome Strategy

- .1) Lecture presentation, and demonstration of principal points being studied.
- 2) Questions by students and instructor.
- 3) Discussion of relevant materials and ideas.
- 4) Films and slides shall be used when appropriate to the materials being covered.

Outcome Method

THE ASSESSMENT OF THE DESIRED OUTCOME WILL BE DETERMINED BY STUDENTS COMPLETING AN EXAMINATION AFTER PRESENTATION OF THE LEARNING OUTCOMES THAT WILL CONTAIN QUESTIONS SPECIFICALLY DEVELOPED TO DETERMINE THE LEVEL STUDENTS HAVE ACHIEVED.

Outcome Criterion

The student will recognize potential scenarios in various fire situations; select and implement strategies and tactics; and describe components of an incident management system.

Strategic Plan Relationship

Outcome Results

NA

Outcome Distance Learning Results

One hundred percent of the students demonstrated their understanding of the desired learning outcome on an assessment test.

Planned Improvement as an Outcome Result

NA

Planned Distance Learning Improvement as an Outcome Result

The changes that were implemented in the class consisted of engaging the students more by conducting exercises

of actual case studies in a group setting allowing a better understanding of the problems encountered by the incident commander on the fire ground.

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: 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.

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: 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: 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: 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.

Legal Assistant Education

Plan Period: FY11

Outcome ID#: 6269

Outcome Description

Students will have a basic understanding of Texas Family Law.

Outcome Strategy

Students will be given on-line assignments and tests. In addition, they will search for specific Texas Statutes using the internet or Westlaw.

Outcome Method

Assignments and tests.

Outcome Criterion

Eighty percent of students will pass the course with a basic understanding of Family Law.

Strategic Plan Relationship

Students will successfully complete written assignments and tests.

Outcome Results

N/A

Outcome Distance Learning Results

One Hundred percent (92%) of the Legal students assessed scored seventy percent (70%) or better when assessed on this learning outcome. This data includes only internet course instruction for legal students. This course was submitted for Certificate by the TVCC Distance Ed Dept. and received certification.

Planned Improvement as an Outcome Result

N/A

Planned Distance Learning Improvement as an Outcome Result

No changes are currently planned in the way the material is presented or the way the class is taught because of the passing percentage of the students.

Life and Career Skills Education

Plan Period: FY11

Outcome ID#: 6515

Outcome Description

Medical Assisting/Patient Care Technology students will achieve a minimum of 80% accuracy on all courses to receive the TVCC Medical Assisting/Patient Care Technology Program Certification.

Outcome Strategy

1. Instructors are given professional development instruction on supporting students to assist with their achievement of skills and knowledge at the minimum 80% level.
2. The departmental coordinator(s) and staff will review the outcomes of each course and class individually to identify problem areas in courses included in the certification program. A Coordinator will sign off on an evaluation document recording this process in the permanent class file.
3. Each student is provided an opportunity to evaluate each course and class they participate in the certification program. A departmental Coordinator receives the evaluations from the students and reviews them for problems. Should a problem be found, the coordinator notes the problem on the course/class evaluation form described in #2.
4. The departmental dean reviews the course/class evaluation document which includes information from the students and the staff. Any appropriate corrective action is addressed: (1) meeting with staff in a regularly scheduled weekly staff meeting to assess the situation, (2) the dean meets weekly with the Associate Vice President of Workforce Development to review factors impacting the Medical Assisting/Patient Care Technology program, (3) the deans leads staff to make needed corrections, and (4) the dean signs the course/class evaluation document which is filed into the permanent class file.
5. Students grades are submitted by instructors and these are: permanently tran

Outcome Method

Instructors provide the individual student grade for individual courses.

1. Instructors are asked to assess:
 - * Student attendance and/or participation. (Note: There are classroom courses which require students to be in the classroom environment, there are distance courses which require that students complete learning tasks and evaluations via electronic media, and there are externship and clinical experiences where students participate in tasks at medical facilities.)
 - * Student knowledge base. Can the student move from acquiring information to using the information in decision making and application to work in a medical environment.
 - * Student skills. Can the student replicate a skill accurately and safely and then combine that skill with knowledge and other skills to meet the needs in a medical environment under the direct directions of an appropriate medical professional.
2. The instructor is asked to provide the student and the departmental coordinator a numerical evaluation of the

student's performance (grade). When grades are submitted they are reviewed in the course/class evaluation process described above.

3. Departmental staff record the individual student grades in individual courses on permanent transcripts.
4. The entire assessment process is involved in the student's evaluation to determine program certification.
5. The departmental dean reviews all of the processes and confirms recorded outcomes.

Outcome Criterion

The "expected outcomes" are:

Strategic Plan Relationship

Outcome Results

* 88% of students entering the Medical Assisting/Patient Care technology program were successful in completing the certification by:

1. Completing each course contained within the program with 80% or higher accuracy
2. As a non-credit program student, completing the Patient Care Technology (credit)departmental exam with 80% or higher accuracy

Supporting data:

- * 33 students have declared that they are seeking to complete the Medical Assisting/Patient Care Technology certification.
- * 4 students dropped the regiment of courses before completion because they scored less than 80% as a final grade on a required course.

Outcome Distance Learning Results

Of the 19 courses offered to fulfill the requirements of the MA/PCT program, 5 of the courses are distance learning courses and 1 course is offered as optional (distance or classroom)

Planned Improvement as an Outcome Result

In evaluating the continuance of requiring that students perform at 80% accuracy on each MA/PCT course, it was decided to maintain that level of student outcome expectation. Reason: Non-credit students can enter training with less academic preparation. It assure that TVCC students are prepared for the workplace, the outcome expectation is very high to assure that completers are well prepared and can perform in the workplace comparable to the credit student certificate completers.

The department requested the employment of a full time professional medical coordinator. This personnel was decided to be necessary because the departmental enrollment increased by 50% due to the new MA/PCT program. It was denied due to budget constraints. The budget for part time salary for a professional medical director was increased.

Planned Distance Learning Improvement as an Outcome Result

In evaluating the continuance of distance learning courses in the program, it was decided to retain the on-line training courses because of:

Management Education

Plan Period: FY07

Outcome ID#: 677

Outcome Description

The student will demonstrate a mastery of the skills (technical, human and conceptual skills) that are essential for successful supervisory management.

Outcome Strategy

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

Outcome Method

The assessment of the desired outcome will be determined by students completing an examination to be given after the presentation of material covering the desired outcome.

Outcome Criterion

A minimum of 75% of the students will be able to achieve 70 or above on the desired learning outcome based on the assessment activity.

Strategic Plan Relationship

Students will be required to utilize the following skills to demonstrate their understanding of the desired learning outcome: (a) critical thinking (b) reading comprehension (c) written communication and (d) oral communication.

Outcome Results

Lecture class: Fourteen students took the evaluation instrument which covers the supervisory skills of technical, human, and conceptual. Twelve students met the objective by scoring 70 or better on the instrument. The overall class objective was met because eighty six percent (86%) of the class members who took the instrument met the learning objective.

Outcome Distance Learning Results

Internet: Twelve students took the evaluation instrument, which covers the supervisory skills of technical, human and conceptual. Nineteen students met the objective by making a score of 70 or better. The overall class objective was met because ninety five (95%) of the class members who took the exam met the learning objective.

Planned Improvement as an Outcome Result

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

Planned Distance Learning Improvement as an Outcome Result

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

Management Education

Plan Period: FY07

Outcome ID#: 678

Outcome Description

The student will demonstrate a mastery of consumer behavior and explain the reasons why consumers buy what they buy and explain the prepurchase, purchase, and postpurchase activities consumers engage in when making decisions.

Outcome Strategy

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

Outcome Method

The assessment of the desired outcome will be determined by students completing an examination to be given after the presentation of material covering the desired outcome.

Outcome Criterion

A minimum of 75% of the students will be able to achieve 70 or above on the desired learning outcome based on the assessment activity.

Strategic Plan Relationship

Students will be required to utilize the following skills to demonstrate their understanding of the desired learning outcome: (a) critical thinking (b) reading comprehension (c) written communication and (d) oral communication.

Outcome Results

Lecture: Ten students took the evaluation instrument, which covers consumer buying behavior. Eight students met the objective by making a score of 70 or better. The overall class objective was met because 80% of the class members who took the evaluation met the learning objective.

Outcome Distance Learning Results

Internet: Twenty-two students took the evaluation instrument, which covers consumer buying behavior. Twenty-two students met the objective by making a score of 70 or better. The overall class objective was met because 100% of the class members took the exam met the learning objective.

Planned Improvement as an Outcome Result

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

Planned Distance Learning Improvement as an Outcome Result

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

Management Education

Plan Period: FY08

Outcome ID#: 1207

Outcome Description

The student will demonstrate a mastery of how companies use plans at all management levels and be able to explain the benefits and pitfalls of planning.

Outcome Strategy

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

Outcome Method

The assessment of the desired outcome will be determined by students completing an examination to be given after the presentation of material covering the desired outcome.

Outcome Criterion

A minimum of 75% of the students will be able to achieve 70 or above on the desired learning outcome based on the assessment activity.

Strategic Plan Relationship

This outcome relates to the students to comprehend, analyze, interpret and evaluate printed materials. The students will have to use the above functions to be successful when taking tests.

Outcome Results

Nine students took Test 2 which covers how companies use plans at all management levels and to explain the benefits and pitfalls of planning. Six students met the objective by making a score of 70 or above. Therefore, since only 67% achieved the objective, the overall class objective was not met on the desired learning outcome.

Outcome Distance Learning Results

In my distance learning class, 16 took Test 2 which covers how companies use plans at all management levels and to explain the benefits and pitfalls of planning. Seven students met the objective by making a score of 70 or above. Therefore, since only 44% achieved the objective, the overall class objective was not met on the desired learning outcome.

Planned Improvement as an Outcome Result

I will direct the students to the textbook publisher on-line resources for additional learning tools, such as flash cards and self-assessments in order to better prepare on this topic of planning at the various management levels and the advantages and pitfalls of planning.

Planned Distance Learning Improvement as an Outcome Result

Since this is an on-line course, I can direct the students to the textbook publisher on-line resources for additional learning tools, such as flash cards and self-assessments in order to better prepare on this topic of planning at the various management levels and the advantages and pitfalls of planning.

Management Education

Plan Period: FY08

Outcome ID#: 1208

Outcome Description

The student will demonstrate a mastery of the major types of newspaper advertising, explain the advantages and disadvantages of newspaper advertising and know how rates are determined for print media.

Outcome Strategy

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

Outcome Method

The assessment of the desired outcome will be determined by students completing an examination to be given after the presentation of material covering the desired outcome.

Outcome Criterion

A minimum of 75% of the students will be able to achieve 70 or above on the desired learning outcome based on the assessment activity.

Strategic Plan Relationship

This outcome relates to the students to comprehend, analyze, interpret and evaluate printed materials. The students will have to use the above functions to be successful when taking tests.

Outcome Results

Twelve students took Test 3, which covers the major types of newspaper advertising, the advantages and disadvantages of newspaper advertising and how rates are determined for print media. Eleven students met the objective by making a score of 70 or better. The overall class objective was met because 92% of the class members who took the exam met the learning objective.

Outcome Distance Learning Results

Eight students took Test 3, which covers the major types of newspaper advertising, the advantages and disadvantages of newspaper advertising and how rates are determined for print media. Five students met the objective by making a score of 70 or better. The overall class objective was not met since only 63% of the class members met the learning outcome.

Planned Improvement as an Outcome Result

I will continue to teach the class as before because of the high percentage of students who met the learning objective.

Planned Distance Learning Improvement as an Outcome Result

I will encourage the students to utilize the textbook publisher on-line resources to better prepare and to access the self-assessment tools, the chapter outlines and power point slides that are available for study and review purposes. I also provide study outlines for each assessment for the distance learning students, that I will encourage them to utilize.

Management Education

Plan Period: FY09

Outcome ID#: 5751

Outcome Description

The student will demonstrate a mastery of what leadership is and describe who leaders are and what effective leaders do.

Outcome Strategy

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

Outcome Method

The assessment of the desired outcome will be determined by students completing an examination to be given after the presentation of material covering the desired outcome.

Outcome Criterion

A minimum of 75% of the students will be able to achieve 70 or above on the desired learning outcome based on the assessment activity.

Strategic Plan Relationship

This outcome relates to the students to comprehend, analyze, interpret and evaluate printed materials. The students will have to use the above functions to be successful when taking tests.

Outcome Results

Lecture class met the objective because 100% of the students made 70% or better.

Outcome Distance Learning Results

Class did not meet objective because only 50% of the students met the objective.

Planned Improvement as an Outcome Result

Continue present methods that have been successful.

Planned Distance Learning Improvement as an Outcome Result

Encourage students to use publisher resources to improve student engagement.

Management Education

Plan Period: FY09

Outcome ID#: 5753

Outcome Description

The student will demonstrate a mastery of how companies use plans at all management levels and be able to explain the benefits and pitfalls of planning.

Outcome Strategy

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

Outcome Method

The assessment of the desired outcome will be determined by students completing an examination to be given after the presentation of material covering the desired outcome.

Outcome Criterion

A minimum of 75% of the students will be able to achieve 70 or above on the desired learning outcome based on the assessment activity.

Strategic Plan Relationship

This outcome relates to the students to comprehend, analyze, interpret and evaluate printed materials. The students will have to use the above functions to be successful when taking tests.

Outcome Results

In the lecture class, 100% of the students met the objective.

Outcome Distance Learning Results

Only 57% of the students met the objective, but the class as a whole did not meet the objective.

Planned Improvement as an Outcome Result

Continue teaching methods that have proven to be successful in the lecture classroom to help the students achieve success and meet the objective.

Planned Distance Learning Improvement as an Outcome Result

Encourage students to form study groups and also use the publisher resources that are available to improve their learning.

Management Education

Plan Period: FY11

Outcome ID#: 6193

Outcome Description

Student will demonstrate a mastery of consumer behavior and will explain how consumers' relationships with other people, including such trends as consumerism and environmentalism, influence their decision-making processes.

Outcome Strategy

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

Outcome Method

The assessment of the desired outcome will be determined by students completing an examination to be given after the presentation of material covering the desired outcome.

Outcome Criterion

A minimum of 75% of the students will be able to achieve 70 or above on the desired learning outcome based on the assessment activity.

Strategic Plan Relationship

This outcome relates to the students to comprehend, analyze, interpret and evaluate printed materials. The students will have to use the above functions to be successful when taking tests.

Outcome Results

This learning objective was measured by administering a 50 question exam in a class of ten students. Seven students scored 70 or above. The goal that 75% of the students will achieve 70 or above on the learning outcome was not met, since 70% met the learning outcome.

Outcome Distance Learning Results

This learning objective was measured by administering a 50 question exam in an online class of thirteen students. Nine students scored 70 or above. The goal that 75% of the students will achieve 70 or above on the learning outcome was not met, since only 69% met the learning outcome.

Planned Improvement as an Outcome Result

I will provide an outline of my power point slides for review and encourage the students to utilize the textbook publisher resources that accompany the book to better understand consumer behavior.

Planned Distance Learning Improvement as an Outcome Result

I will encourage the students to utilize the textbook publishers on-line resources to better prepare and to access the self-assessment tools, the chapter outlines and slides that are available for study and review purposes. I also provide study outlines for each assessment for the distance learning students, that I will continue to encourage them to utilize.

Management Education

Plan Period: FY11

Outcome ID#: 6194

Outcome Description

Student will demonstrate a mastery of the practical steps managers can take to improve ethical decision-making and whom organizations are socially responsible.

Outcome Strategy

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

Outcome Method

The assessment of the desired outcome will be determined by students completing an examination to be given after the presentation of material covering the desired outcome.

Outcome Criterion

A minimum of 75% of the students will be able to achieve 70 or above on the desired learning outcome based on the assessment activity.

Strategic Plan Relationship

This outcome relates to the students to comprehend, analyze, interpret and evaluate printed materials. The students will have to use the above functions to be successful when taking tests.

Outcome Results

This learning outcome was assessed by giving a 50 question exam. The overall class objective was met because 83% of the class members who took the exam met the learning outcome.

Outcome Distance Learning Results

This learning objective was measured by administering a 50 question exam in an online class of 45 students. 27 students scored 70 or above. The goal that 75% of the students will achieve 70 or above on the learning outcome was not met, since only 60% of the students met the learning outcome.

Planned Improvement as an Outcome Result

I will continue to teach the face-to-face class as before because of the higher percentage of students whom met the learning objective.

Planned Distance Learning Improvement as an Outcome Result

I will encourage the students to utilize the textbook publishers on-line resources to better prepare and to access the self-assessment tools, the chapter outlines and slides that are available for study and review purposes. I also provide study outlines for each assessment for the distance learning students, that I will encourage them to utilize.

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 12 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 16.7
 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#: 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		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: 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.

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: 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: 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: 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.

Office Administration Education

Plan Period: FY07

Outcome ID#: 656

Outcome Description

The student will demonstrate a mastery of expanded basic word processing functions to edit text, enhance text, and manage files.

Outcome Strategy

Students will gain an understanding of the desired outcome by practicing the exercises from the textbook and then applying their skills by completing the required Skill Assessments at the end of each assigned chapter of the unit.

Outcome Method

The method used to assess the level of achievement by each student will be a Unit Performance Assessment. The assessment will contain problems/questions that will determine the level of achievement of the desired outcome by each student.

Outcome Criterion

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

Strategic Plan Relationship

Students will be required to utilize the following skills to determine their understanding of the desired learning outcome: (a) reading comprehensive (b) critical thinking (c) written communication.

Outcome Results

Nine students from the face to face lecture class took the evaluation instrument, which assesses basic word processing functions. Nine students met the objective by making a score of 70 or better. The overall class objective was met because one hundred (100%) of the class members who took the evaluation instrument met the learning objective.

Outcome Distance Learning Results

Internet class: Fifteen out of fifteen students met the objective assessed, therefore, one hundred percent (100%) of the internet students assessed met the objective.

Planned Improvement as an Outcome Result

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

Planned Distance Learning Improvement as an Outcome Result

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

Office Administration Education

Plan Period: FY08

Outcome ID#: 1210

Outcome Description

The student will demonstrate an understanding of managing his credit by knowing how to establish a credit history, knowing the advantages and disadvantage of using credit, knowing how to determine his credit limit, and knowing the types of credit cards.

Outcome Strategy

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

Outcome Method

An assessment of the desired learning outcome will be determined by students completing a 50 question examination that will contain questions specifically developed to determine the level students have achieved the desired learning outcome.

Outcome Criterion

Seventy-five 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 to answer them successfully.

Outcome Results

I used a 50 question test to get the results for this Leap. Nine students took Test 2 on Chapters 6 and 7, which assesses the use of credit/credit cards. Nine students met the objective by making a score of 70 or better. The overall class objective was met because 100% of the class met the learning objective.

Outcome Distance Learning Results

I will continue the same procedures since it seems to be working. All of the class reached the learning objective. PowerPoint presentations were used to enhance the lecture for the chapters on credit. A Blue Print (study guide) for the test was given to each student. The items on the blue print were discussed if the students had problems understanding the item before the test was given.

Planned Improvement as an Outcome Result

NA

Planned Distance Learning Improvement as an Outcome Result

NA

Office Administration Education

Plan Period: FY08

Outcome ID#: 1211

Outcome Description

The student will be able to calculate dollar markup and percent markup on cost/selling price, calculate selling price when cost and percent markup on cost/selling price are known, and calculate cost when dollar markup and percent markup on cost/selling price are known.

Outcome Strategy

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

Outcome Method

An assessment of the desired learning outcome will be determined by students completing a 20 question examination that will contain problems specifically developed to determine the level students have achieved the desired learning outcome.

Outcome Criterion

Seventy-five per cent of the students that are assessed will be able to achieve a score of 70 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 understand mathematical information and to utilize mathematical skills involving adding, subtracting, multiplying and dividing. Also, the outcome relates to using a basic calculator.

Outcome Results

A 20 problem test was used to get the results for this Leap. Eight students took the test, but only 5 made 70 or better. The class goal of 75% was not met because only 63% achieved the goal.

Outcome Distance Learning Results

I will encourage the students to view the DVD that comes with the textbook that shows the author working thru the practice quiz for the chapter. I will also have the students do more practice problems in class and stress the use of the setups I give as a handout.

Planned Improvement as an Outcome Result

A 20 problem test was used to get the results for the internet class. The test was proctored. Sixteen students took the test, but only 2 made a 70 or better. The class goal of 75% was not met because only 13% achieved the goal.

Planned Distance Learning Improvement as an Outcome Result

I will encourage the students to use the online Student Learning Resource Center to work the practice problems which will give the answers and the steps to achieve the answer after the quiz is taken. I will also hold a discussion board and make sure the students know how to use the setups I give as a handout.

Office Administration Education

Plan Period: FY08

Outcome ID#: 1212

Outcome Description

The student will demonstrate an understanding of entrepreneur including why people choose to become entrepreneurs, the different types of entrepreneurs, conditions that encourage opportunities for entrepreneurs, and identify personality traits that typically characterize successful entrepreneurs.

Outcome Strategy

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

Outcome Method

An assessment of the desired learning outcome will be determined by students completing a 50 question examination that will contain questions specifically developed to determine the level students have achieved the desired learning outcome.

Outcome Criterion

Seventy-five per cent of the students that are assessed will be able to achieve a score of 70 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 through written English. The students will have to read a written test and comprehend the questions to answer them successfully.

Outcome Results

Nine students took the test. Nine students met the objective by making 70 or better. The class goal of 75% was achieved because 100% of the class met the learning objective.

Outcome Distance Learning Results

The same procedures will be used in presenting this learning objective. PowerPoint presentations were used to enhance the lecture on the chapters. Handouts and assigned problems were also used, along with class discussion and group projects.

Planned Improvement as an Outcome Result

No internet class was offered this semester.

Planned Distance Learning Improvement as an Outcome Result

NA

Office Administration Education

Plan Period: FY09

Outcome ID#: 5744

Outcome Description

The student will demonstrate a mastery of possessive nouns, personal pronouns, and antecedents of grammar that have practical application in writing and speaking.

Outcome Strategy

Students will gain an understanding of the desired outcome by practicing the exercises from the textbook, class interaction, and class demonstrations.

Outcome Method

The method used to assess the level of achievement by each student will be determined by students completing a 50-question examination that will contain questions specifically developed to determine the level of achievement of the desired outcome by each student.

Outcome Criterion

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

Strategic Plan Relationship

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

Outcome Results

Ten students from the lecture class took the Unit 2 Test measuring the skills listed above. Seven (70 percent) met the objective by scoring 70 or better on the exam.

Outcome Distance Learning Results

Eighteen students from the Internet class took the Unit 2 Test. Six students (33 percent) scored 70 percent or better. As a result, the class did not meet the expected outcome.

Planned Improvement as an Outcome Result

In an effort to raise the comprehension on the difficult subject matter, I would like to take the class to the computer lab where I could supervise individually-paced practice by utilizing the textbook practice tests available. These quizzes give students immediate feedback for incorrect answers and quote the rule applicable.

Planned Distance Learning Improvement as an Outcome Result

In addition to the required orientation where the instructor explains procedures for successful achievement, more encouragement needs to be given to students to utilize the available Web based resources for the subject matter. Students seem not to be taking advantage of all of the resources available which support this course content.

Office Administration Education

Plan Period: FY09

Outcome ID#: 5750

Outcome Description

The student will demonstrate mastery of expanded basic word processing functions to create, format and manage multiple-page documents including header/footer sections.

Outcome Strategy

Students will gain an understanding of the desired outcome by practicing the exercises from the textbook and then applying the skills by completing the required Skill Assessments at the end of each assigned chapter of the unit.

Outcome Method

The method used to assess the level of achievement by each student will be a Unit Performance Assessment. The assessment will contain problems/questions that will determine the level of achievement of the desired outcome by each student.

Outcome Criterion

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

Strategic Plan Relationship

The outcomes relate to the students' ability to utilize computer based technology in accessing information, solving problems, and communicating.

Outcome Results

Eight students from the lecture class took the Unit I Performance Test measuring the above listed skills and competencies. Eight students(100 percent) met the objective by making a score of 75 percent or above.

Outcome Distance Learning Results

Eight students from the Internet distance learning class took the Unit I Performance Test measuring the listed skills and competencies listed above. Six students (75 percent) met the objective by making a score of 70 percent or better.

Planned Improvement as an Outcome Result

The same class procedures and materials will continue to be utilized.

Planned Distance Learning Improvement as an Outcome Result

The same class procedures and materials will continue to be utilized.

Office Administration Education

Plan Period: FY10

Outcome ID#: 5920

Outcome Description

The student will be able to calculate single and chain trade discounts using complements and be able to calculate outstanding balance for partial payments.

Outcome Strategy

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

Outcome Method

An assessment of the desired learning outcome will be determined by students completing a 20 question examination that will contain problems specifically developed to determine the level students have achieved the desired learning outcome.

Outcome Criterion

Strategic Plan Relationship

This outcome relates to the student's ability to understand mathematical information and to utilize mathematical skills involving adding, subtracting, multiplying and dividing. Also, the outcome relates to using a basic calculator.

Outcome Results

N/A This is a distance learning outcome.

Outcome Distance Learning Results

Sixteen students took the evaluation. Eight out of sixteen students made a score of 70 or better. The class goal of 75% of the students mastering the LEAP was not accomplished because only 50% achieved the LEAP.

Planned Improvement as an Outcome Result

NA

Planned Distance Learning Improvement as an Outcome Result

Changes anticipated: (1) I will monitor the students homework closer

Office Administration Education

Plan Period: FY11

Outcome ID#: 6195

Outcome Description

The student will be able to calculate dollar markup and percent markup on cost and on selling price.

Outcome Strategy

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

Outcome Method

An assessment of the desired learning outcome will be determined by students completing a 20 question examination that will contain questions specifically developed to determine the level students have achieved the desired learning outcome.

Outcome Criterion

Seventy-five per cent of the students that are assessed will be able to achieve a score of 70 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 understand mathematical information and to utilize mathematical skills involving adding, subtracting, multiplying and dividing. Also, the outcome relates to using a basic calculator.

Outcome Results

No Lecture class held.

Outcome Distance Learning Results

A 20 question test was used to get the results. Ten students took the test, but only 4 made a 70 or better. The class goal of 75% was not met because only 40% achieved the goal.

Planned Improvement as an Outcome Result

N/A

Planned Distance Learning Improvement as an Outcome Result

I will encourage the students to use the Student Online Resource Center which has several resources that will help them understand the problems.

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.

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#: 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: 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: 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: 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: 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#: 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: 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: 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: 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: 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.