

# **TVCC 2015 Assessment Plan Report**

Combined Educational and  
Administrative

# Academic Education Plans

## \*ARTS 1301 Art Appreciation Education

**Plan Period:** FY15

**Outcome ID#:** 7738

### **Outcome Description**

Students will demonstrate the ability to identify artists and the time period in which they belong and will show an understanding of the artist as a global citizen and their connection to community, state, or national issues. Students will work together to present a final product which explores key visual vocabulary and visual media, and shows an awareness of museums and their collections. This outcome will be accomplished in both face-to-face and distance courses.

### **Outcome Strategy**

Through group work, class discussion, and individual research, the student will explore the biographical facts and historical context of various artists and apply the language of art to their works.

### **Outcome Method**

A written paper and a visual presentation will be assessed for each student using a rubric and peer evaluation. The focus of this assessment will grade critical thinking, communication skills, teamwork, and social responsibility.

### **Outcome Criterion**

Seventy-five percent of students who submit the report and execute a visual presentation will score the following on each section of the scoring rubric:

Critical Thinking - a score of at least 12 on "summary of a formal analysis of one of the artist's works using appropriate visual vocabulary"

Communication - a combined score of at least 7 on "Basic biographical facts" and on "How the artist/work displays the major characteristics of art movement"

Teamwork-a score of at least 7 on the Peer evaluation point average

Social Responsibility-a score of at least 7 on "If this artist were alive today, what issue would their art explore?"

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success

Critical Thinking-Students will be required to think creatively by being able to create a "summary of a formal analysis of one of the artist's works using appropriate visual vocabulary"

Communication-Students will be expected to effectively development, interpret, and express their ideas through written, oral, and visual communication as they reveal "Basic biographical facts" and "How the artist/work displays the major characteristics of art movement" through their report and presentation.

Teamwork-Students must be able to consider different points of view as they evaluate each other's conclusions and perspectives, as shown on their peer evaluation point average.

Social Responsibility-Students will be provided the opportunity to enhance their intercultural competence as they explore the art and architectural elements of various works by considering and responding to the prompt: "If this artist were alive today, what issue would their art explore?"

### **Outcome Results**

The goal was for at least 75% of f2f students who submit the report and/or execute a visual presentation to score the following on each section of the scoring rubric:

Critical Thinking - score of at least 12 on "summary of a formal analysis of one of the artist's works using appropriate visual vocabulary"  
Fifty-five percent of students successfully met this goal.

Communication - a combined score of at least 7 on "Basic biographical facts" and on "How the artist/work displays the major characteristics of art movement"  
Ninety-eight percent of students successfully met this goal.

Teamwork-a score of at least 7 on the Peer evaluation point average  
Eighty-eight percent of students successfully met this goal.

Social Responsibility-a score of at least 7 on "If this artist were alive today, what issue would their art explore?"  
Fifty-one percent of students successfully met this goal.

### **Outcome Distance Learning Results**

The goal was for at least 75% of distance students who submit the report and/or execute a visual presentation to score the following on each section of the scoring rubric:

Critical Thinking - score of at least 12 on "summary of a formal analysis of one of the artist's works using appropriate visual vocabulary"  
Seventy-three percent of students successfully met this goal.

Communication - a combined score of at least 7 on "Basic biographical facts" and on "How the artist/work displays the major characteristics of art movement"  
Eighty-six percent of students successfully met this goal.

Teamwork-a score of at least 7 on the peer evaluation point average  
Eighty-four percent of students successfully met this goal.

Social Responsibility-a score of at least 7 on "If this artist were alive today, what issue would their art explore?"  
Seventy-five percent of students successfully met this goal.

### **Planned Improvement as an Outcome Result**

Two of the four goals were met in f2f classes. There were, apparently, so issue with critical thinking and social responsibility goals. The instructors want to discuss ways to improve engagement in these two areas.

### **Planned Distance Learning Improvement as an Outcome Result**

The distance students were successful in meeting all goals, so no changes are deemed necessary at this time.

## \*ARTS 1303 Art History I Education

**Plan** FY15 **Outcome** 7780  
**Period:** **ID#:**

### **Outcome Description**

Students will identify and describe works of art based on their chronology and style. Students will demonstrate the ability to use new academic knowledge within their own communities and/or museums and show an understanding of the artist as a global citizen and their connection to the community. This outcome will be accomplished in both face-to-face and distance courses.

### **Outcome Strategy**

Through group work, class discussion, and individual work, students will explore historical and artistic contexts shaping each time period's characteristic aesthetic productions and will conduct a scavenger hunt activity to seek out examples of these characteristics existing in their own communities and/or museums.

### **Outcome Method**

Each student will apply their understanding of artistic/architectural elements and characteristics in their community by documenting examples in a portfolio. Each student will present the portfolio to the class with an oral presentation.

### **Outcome Criterion**

Of the students who produce and present a portfolio,

Critical Thinking?100% will earn at least 80% of the points available for correctly identifying examples of artistic elements within the community.

Communication -100% will earn at least 100% of the points available for effectively presenting their portfolio to the class.

Social Responsibility - 100% will earn100% of the points available for demonstrating their understanding of the artists' connection to their communities.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Critical Thinking-Students will be required to think creatively by researching histories and applying the language of art in an analysis of various pieces of art from various time periods and genres as they seek out examples within their communities.

Communication-Students will be expected to effectively development, interpret, and express their ideas through oral and visual communication through the presentation of a portfolio.

Social Responsibility- Students will be provided the opportunity to enhance their intercultural competence as they explore the art and architectural elements of various works, genres, and time periods and employ their understanding of the artist as a global citizen and their connection to the community.

### **Outcome Results**

Of the 22 students who produced and presented a portfolio,

Critical Thinking - 100% will earn at least 80% of the points available for correctly identifying examples of artistic elements within the community.  
Ninety-seven percent successfully met this goal.

Communication - 100% will earn at least 100% of the points available for effectively presenting their portfolio to the class.  
Eighty-three percent successfully met this goal.

Social Responsibility - 100% will earn 100% of the points available for demonstrating their understanding of the artists' connection to their communities.  
Ninety percent successfully met this goal.

### **Outcome Distance Learning Results**

Of the distance students who produced and presented a portfolio,

Critical Thinking - 100% will earn at least 80% of the points available for correctly identifying examples of artistic elements within the community.  
Ninety-seven percent successfully met this goal.

Communication - 100% will earn at least 100% of the points available for effectively presenting their portfolio to the class.  
Eighty-three percent successfully met this goal.

Social Responsibility - 100% will earn 100% of the points available for demonstrating their understanding of the artists' connection to their communities.  
Ninety percent successfully met this goal.

### **Planned Improvement as an Outcome Result**

While the lofty goal of 100% was not achieved, students, overall, performed extremely well in meeting the objectives of the course. No changes are deemed necessary at this time.

### **Planned Distance Learning Improvement as an Outcome Result**

## \*ARTS 1303 Art History I Education

**Plan** FY15 **Outcome** 7781  
**Period:** **ID#:**

### **Outcome Description**

Students will work together to identify and describe works of art based on their chronology and style and be able to explain how/why the work reflects the respective time period.

### **Outcome Strategy**

Through group work, class discussion, and individual work, the student will explore historical and artistic contexts shaping each time period's characteristic aesthetic productions and be able to identify a work of art, determine its time period, and explain how/why the work reflects that time period

### **Outcome Method**

Each group will produce a timeline of artistic characteristics for each time period studied.

### **Outcome Criterion**

Of the students who produce a timeline,

Teamwork-100% will effectively work with their team members in the production of a timeline.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Teamwork- Students must be able to consider different points of view and work effectively with others on their team to facilitate the creation of their timelines.

### **Outcome Results**

Of the f2f students who produce a timeline,

Teamwork - 100% will effectively work with their team members in the production of a timeline.

One hundred percent successfully achieved this goal.

### **Outcome Distance Learning Results**

Of the distance students who produce a timeline,

Teamwork-100% will effectively work with their team members in the production of a timeline.

Twenty-five percent successfully achieved this goal.

### **Planned Improvement as an Outcome Result**

This goal was met, and no changes are deemed necessary at this time.

**Planned Distance Learning Improvement as an Outcome Result**

The results for the distance students were dismal; however, results stemmed from one class of only eight students. The instructor is considering some changes in order to engage students more purposefully in this course.



## \*ARTS 1304 Art History II Education

**Plan** FY15 **Outcome** 7782  
**Period:** **ID#:**

### **Outcome Description**

Students will identify and describe works of art based on their chronology and style. Students will demonstrate the ability to use new academic knowledge within their own communities and/or museums and show an understanding of the artist as a global citizen and their connection to the community.

### **Outcome Strategy**

Through group work, class discussion, and individual work, students will explore historical and artistic contexts shaping each time period's characteristic aesthetic productions and will conduct a scavenger hunt activity to seek out examples of these characteristics existing in their own communities and/or museums.

### **Outcome Method**

Each student will apply their understanding of artistic/architectural elements and characteristics in their community by documenting examples in a portfolio. Each student will present the portfolio to the class with an oral presentation.

### **Outcome Criterion**

Of the students who produce and present a portfolio,

Critical Thinking-100% will earn at least 80% of the points available for correctly identifying examples of artistic elements within the community.

Communication-100% will earn at least 100% of the points available for effectively presenting their portfolio to the class.

Social Responsibility-100% will earn 100% of the points available for demonstrating their understanding of the artists' connection to their communities.

Teamwork-a score of 70% or higher on the comprehensive final exam, which results from accurate and effective communication within teamwork activities throughout the semester.

Social Responsibility-a total score of 7 correctly documented elements of the 10 assigned art/architecture elements in the portfolio.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Critical Thinking-Students will be required to think creatively by researching histories and applying the language of art in an analysis of various pieces of art from various time periods and genres as they seek out examples within their communities.

Communication-Students will be expected to effectively development, interpret, and express their ideas through oral and visual communication through the presentation of a portfolio.

Social Responsibility- Students will be provided the opportunity to enhance their intercultural competence as they explore the art and architectural elements of various works, genres, and time periods and employ their understanding of the artist as a global citizen and their connection to the community.

### **Outcome Results**

Of the f2f students who produced and presented a portfolio,

Critical Thinking-100% will earn at least 80% of the points available for correctly identifying examples of artistic elements within the community.

One hundred percent successfully met this goal.

Communication-100% will earn at least 100% of the points available for effectively presenting their portfolio to the class.

Eighty-five percent successfully met this goal.

Social Responsibility-100% will earn100% of the points available for demonstrating their understanding of the artists' connection to their communities.

Eighty-five percent successfully met this goal.

Teamwork-a score of 70% or higher on the comprehensive final exam, which results from accurate and effective communication within teamwork activities throughout the semester.

One hundred percent successfully met this goal.

### **Outcome Distance Learning Results**

N/A

### **Planned Improvement as an Outcome Result**

While each goal was not met, the students were very successful in demonstrating the outcomes for this course. No changes are deemed necessary at this time.

### **Planned Distance Learning Improvement as an Outcome Result**

N/A

## \*ARTS 1304 Art History II Education

**Plan** FY15 **Outcome** 7783  
**Period:** **ID#:**

### **Outcome Description**

Students will work together to identify and describe works of art based on their chronology and style and be able to explain how/why the work reflects the respective time period.

### **Outcome Strategy**

Through group work, class discussion, and individual work, the student will explore historical and artistic contexts shaping each time period's characteristic aesthetic productions and be able to identify a work of art, determine its time period, and explain how/why the work reflects that time period.

### **Outcome Method**

Each group will produce a timeline of artistic characteristics for each time period studied.

### **Outcome Criterion**

Of the students who produce a timeline,

Teamwork-100% will effectively work with their team members in the production of a timeline.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Teamwork- Students must be able to consider different points of view and work effectively with others on their team to facilitate the creation of their timelines.

### **Outcome Results**

Of the students who produced a timeline, 88% effectively worked with their team members to produce a timeline.

### **Outcome Distance Learning Results**

N/A

### **Planned Improvement as an Outcome Result**

Although the goal was not reached, no changes are being considered at this time. The goal was a bit lofty. Overall, students did effectively work together to accomplish a goal.

### **Planned Distance Learning Improvement as an Outcome Result**

N/A

## \*BIOL 1406 General Biology I Education

**Plan** FY15 **Outcome** 7615  
**Period:** **ID#:**

### **Outcome Description**

Students will utilize the microscope and apply scientific reasoning to investigate basic concepts and to collect and analyze data from microscopy. (SLO #10)

### **Outcome Strategy**

Students will work in groups (TW) to apply the principles of microscopy to the functional components of the microscopes and their relationship to relative magnification, resolution, inversion, depth of field, and contrast (CT). Students will determine the actual size of a specimen, utilizing stage micrometer/ruler or field of view (EQ) and will produce a written report portfolio (CM) that graphically demonstrates the relationship between microscopic samples analyzed in lab and the main topic principles listed above (CT).

### **Outcome Method**

A standardized laboratory report will be collected from each student during the semester and 50% will be randomly chosen to evaluate the successful completion of the core outcome. The assessment will be accomplished from the relevant sections of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT, EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core outcome to be compared across all classes. Successful students will score an "acceptable" rating on at least 2 components of each Core Objective Outcome or a minimum numerical score of 65% or higher.

### **Outcome Criterion**

At least 65% of all students assessed will score an "acceptable" rating on at least 2 components of each Core Objective Outcome or a minimum numerical score of 65% or higher.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

COM 5: Students are required to complete a written lab report and are assessed on the accuracy and/or depth of content of their report.

### **Outcome Results**

191 students, representing the three main campuses which offer Biol 1406, were assessed. 80.6% were successful. We exceeded our goal. None of the four high school/college concurrent sections' instructors reported.

### **Outcome Distance Learning Results**

No online Biol 1406 sections were offered in Fall 2014, when the assessments were made.

### **Planned Improvement as an Outcome Result**

No changes, other than raising our standards for success, are planned.

**Planned Distance Learning Improvement as an  
Outcome Result**

Online Biol 1406 sections are planned for FY16.

## \*BIOL 1406 General Biology I Education

**Plan** FY15 **Outcome** 7616  
**Period:** **ID#:**

### **Outcome Description**

Students will utilize the microscope and apply scientific reasoning to investigate basic concepts and to collect and analyze data from microscopy. (SLO #10)

### **Outcome Strategy**

Students will work in groups (TW) to apply the principles of microscopy to the functional components of the microscopes and their relationship to relative magnification, resolution, inversion, depth of field, and contrast (CT). Students will determine the actual size of a specimen, utilizing stage micrometer/ruler or field of view (EQ) and will produce a written report portfolio (CM) that graphically demonstrates the relationship between microscopic samples analyzed in lab and the main topic principles listed above (CT).

### **Outcome Method**

A standardized laboratory report will be collected from each student during the semester and 50% will be randomly chosen to evaluate the successful completion of the core outcome. The assessment will be accomplished from the relevant sections of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT, EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core outcome to be compared across all classes. Successful students will score an "acceptable" rating on at least 2 components of each Core Objective Outcome or a minimum numerical score of 65% or higher.

### **Outcome Criterion**

At least 65% of all students assessed will score an "acceptable" rating on at least 2 components of each Core Objective Outcome or a minimum numerical score of 65% or higher.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

CT1: The students are required to produce a written lab report.

### **Outcome Results**

193 students, representing all 3 main campuses where Biol 1406 is offered, were assessed. 75.1% were successful. We exceeded our goal. None of the four high school/college concurrent sections' instructors reported.

### **Outcome Distance Learning Results**

No online Biol 1406 sections were offered in Fall 2014, when the assessments were made.

### **Planned Improvement as an Outcome Result**

No changes, except raising our standards for success, are planned.

**Planned Distance Learning Improvement as an Outcome Result**

Online Biol 1406 sections are planned for Fall 2015.

## \*BIOL 1406 General Biology I Education

**Plan** FY15 **Outcome** 7617  
**Period:** **ID#:**

### **Outcome Description**

Students will utilize the microscope and apply scientific reasoning to investigate basic concepts and to collect and analyze data from microscopy. (SLO #10)

### **Outcome Strategy**

Students will work in groups (TW) to apply the principles of microscopy to the functional components of the microscopes and their relationship to relative magnification, resolution, inversion, depth of field, and contrast (CT). Students will determine the actual size of a specimen, utilizing stage micrometer/ruler or field of view (EQ) and will produce a written report portfolio (CM) that graphically demonstrates the relationship between microscopic samples analyzed in lab and the main topic principles listed above (CT).

### **Outcome Method**

A standardized laboratory report will be collected from each student during the semester and 50% will be randomly chosen to evaluate the successful completion of the core outcome. The assessment will be accomplished from the relevant sections of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT, EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core outcome to be compared across all classes. Successful students will score an "acceptable" rating on at least 2 components of each Core Objective Outcome or a minimum numerical score of 65% or higher.

### **Outcome Criterion**

At least 65% of all students assessed will score an "acceptable" rating on at least 2 components of each Core Objective Outcome or a minimum numerical score of 65% or higher.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

TW1: Students will work in groups to apply the principles of microscopy functionally to the components of the microscopes and their relationship to relative magnification, resolution, inversion, depth of field, focal plane, and contrast.

### **Outcome Results**

193 students, representing all three main campuses where Biol 1406 is offered, were assessed. 76.7% were successful. We exceeded our goal. None of the four high school/college concurrent sections' instructors reported.

### **Outcome Distance Learning Results**

No online Biol 1407 sections were offered in Fall 2014, when the assessments were made.

### **Planned Improvement as an Outcome Result**



No changes, except to increase our standards for success, are planned.

**Planned Distance Learning Improvement as an Outcome Result**

Online Biol 1406 are planned for Fall 2015.

## \*BIOL 1406 General Biology I Education

**Plan** FY15 **Outcome** 7618  
**Period:** **ID#:**

### **Outcome Description**

Students will utilize the microscope and apply scientific reasoning to investigate basic concepts and to collect and analyze data from microscopy. (SLO #10)

### **Outcome Strategy**

Students will work in groups (TW) to apply the principles of microscopy to the functional components of the microscopes and their relationship to relative magnification, resolution, inversion, depth of field, and contrast (CT). Students will determine the actual size of a specimen, utilizing stage micrometer/ruler or field of view (EQ) and will produce a written report portfolio (CM) that graphically demonstrates the relationship between microscopic samples analyzed in lab and the main topic principles listed above (CT).

### **Outcome Method**

A standardized laboratory report will be collected from each student during the semester and 50% will be randomly chosen to evaluate the successful completion of the core outcome. The assessment will be accomplished from the relevant sections of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT, EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core outcome to be compared across all classes. Successful students will score an "acceptable" rating on at least 2 components of each Core Objective Outcome or a minimum numerical score of 65% or higher.

### **Outcome Criterion**

At least 65% of all students assessed will score an "acceptable" rating on at least 2 components of each Core Objective Outcome or a minimum numerical score of 65% or higher.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

EQS4: Students will determine the actual size of a specimen utilizing stage micrometer/ruler or field of view.

### **Outcome Results**

191 students, representing all 3 main campuses where Biol 1406 is offered, were assessed. 79.6% were successful. We exceeded our goal. None of the four high school/college concurrent sections' instructors reported.

### **Outcome Distance Learning Results**

No online Biol 1406 sections were offered in Fall 2014, when the assessments were made.

### **Planned Improvement as an Outcome Result**

No changes, other than increasing our standards for success, are planned.

**Planned Distance Learning Improvement as an Outcome Result**

Online sections of Biol 1406 are planned for Fall 2015.

## \*BIOL 1407 General Biology II Education

**Plan** FY15 **Outcome** 7641  
**Period:** **ID#:**

### **Outcome Description**

Students will utilize the microscope and apply scientific reasoning to investigate basic concepts and to collect and analyze data from microscopy. (SLO #7)

### **Outcome Strategy**

Students will work in groups (TW) to apply the principles of microscopy to the functional components of the microscopes and their relationship to relative magnification, resolution, inversion, depth of field, and contrast (CT). Students will determine the actual size of a specimen utilizing stage micrometer/ruler or field of view (EQ) and will produce a written report portfolio (COM) that graphically demonstrates the relationship between microscopic samples analyzed in lab and the main topic principles listed above (CT).

### **Outcome Method**

A standardized laboratory report will be collected from each student during the semester and 50% will be randomly chosen to evaluate the successful completion of the core outcome. The assessment will be accomplished from the relevant sections of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT, EQ), format (COM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core outcome to be compared across all classes. Successful students will score an "acceptable" rating on at least two components of each Core Objective Outcome or a minimum numerical score of 65% or higher.

### **Outcome Criterion**

65% of assessed students will core an "acceptable" rating on at least 2 components of each Core Objective Outcome or a minimum numerical score of 65% or higher.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Critical Thinking Skills - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

This student learning outcome directly relates to the students' ability to conduct critical thinking, demonstrate communication skills, manipulate and analyze data, and work in teams. Basic scientific concepts and skills related to microscopy will be applied in laboratory exercises and results and relevance to concepts of microscopy will be communicated in a written laboratory report.

### **Outcome Results**

22 students, representing only one campus with Spring 2015 data, were assessed. Instructors were told that the assessments were to be done in Fall 2014, but only two sections, on one campus, of Biol 1407 were offered in Fall 2014. No instructors assessed Fall Biol 1407, but one instructor from that campus assessed a Spring 2015 section instead. 100% of the students assessed were successful.

**Outcome Distance Learning Results**

No Biol 1407 online sections were offered in Fall 2014.

**Planned Improvement as an Outcome Result**

Biol 1407 will be assessed in Spring Semesters, when many sections are offered on main campuses, in the future.

**Planned Distance Learning Improvement as an Outcome Result**

Biol 1407 online classes may be offered in Spring 2016.

## \*BIOL 1407 General Biology II Education

**Plan** FY15 **Outcome** 7642  
**Period:** **ID#:**

### **Outcome Description**

Students will utilize the microscope and apply scientific reasoning to investigate basic concepts and to collect and analyze data from microscopy. (SLO #7)

### **Outcome Strategy**

Students will work in groups (TW) to apply the principles of microscopy to the functional components of the microscopes and their relationship to relative magnification, resolution, inversion, depth of field, and contrast (CT). Students will determine the actual size of a specimen utilizing stage micrometer/ruler or field of view (EQ) and will produce a written report portfolio (COM) that graphically demonstrates the relationship between microscopic samples analyzed in lab and the main topic principles listed above (CT).

### **Outcome Method**

A standardized laboratory report will be collected from each student during the semester and 50% will be randomly chosen to evaluate the successful completion of the core outcome. The assessment will be accomplished from the relevant sections of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT, EQ), format (COM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core outcome to be compared across all classes. Successful students will score an "acceptable" rating on at least two components of each Core Objective Outcome or a minimum numerical score of 65% or higher.

### **Outcome Criterion**

65% of assessed students will core an "acceptable" rating on at least 2 components of each Core Objective Outcome or a minimum numerical score of 65% or higher.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Communication Skills - To include effective development, interpretation and expression of ideas through written, oral and visual communication.

This student learning outcome directly relates to the students' ability to conduct critical thinking, demonstrate communication skills, manipulate and analyze data, and work in teams. Basic scientific concepts and skills related to microscopy will be applied in laboratory exercises and results and relevance to concepts of microscopy will be communicated in a written laboratory report.

### **Outcome Results**

22 students, representing only one campus with Spring 2015 data, were assessed. Instructors were told that the assessments were to be done in Fall 2014, but only two sections, on one campus, of Biol 1407 were offered in Fall 2014. No instructors assessed Fall Biol 1407, but one instructor from that campus assessed a Spring 2015 section instead. 100% of the students assessed were successful.

**Outcome Distance Learning Results**

No Biol 1407 online sections were offered in Fall 2014.

**Planned Improvement as an Outcome Result**

Biol 1407 will be assessed in Spring Semesters, when many sections are offered on main campuses, in the future.

**Planned Distance Learning Improvement as an Outcome Result**

Biol 1407 online classes may be offered in Spring 2016.

## \*BIOL 1407 General Biology II Education

**Plan** FY15 **Outcome** 7643  
**Period:** **ID#:**

### **Outcome Description**

Students will utilize the microscope and apply scientific reasoning to investigate basic concepts and to collect and analyze data from microscopy. (SLO #7)

### **Outcome Strategy**

Students will work in groups (TW) to apply the principles of microscopy to the functional components of the microscopes and their relationship to relative magnification, resolution, inversion, depth of field, and contrast (CT). Students will determine the actual size of a specimen utilizing stage micrometer/ruler or field of view (EQ) and will produce a written report portfolio (COM) that graphically demonstrates the relationship between microscopic samples analyzed in lab and the main topic principles listed above (CT).

### **Outcome Method**

A standardized laboratory report will be collected from each student during the semester and 50% will be randomly chosen to evaluate the successful completion of the core outcome. The assessment will be accomplished from the relevant sections of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT, EQ), format (COM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core outcome to be compared across all classes. Successful students will score an "acceptable" rating on at least two components of each Core Objective Outcome or a minimum numerical score of 65% or higher.

### **Outcome Criterion**

65% of assessed students will core an "acceptable" rating on at least 2 components of each Core Objective Outcome or a minimum numerical score of 65% or higher.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Empirical and Quantitative Skills - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

This student learning outcome directly relates to the students' ability to conduct critical thinking, demonstrate communication skills, manipulate and analyze data, and work in teams. Basic scientific concepts and skills related to microscopy will be applied in laboratory exercises and results and relevance to concepts of microscopy will be communicated in a written laboratory report.

### **Outcome Results**

22 students, representing only one campus with Spring 2015 data, were assessed. Instructors were told that the assessments were to be done in Fall 2014, but only two sections, on one campus, of Biol 1407 were offered in Fall 2014. No instructors assessed Fall Biol 1407, but one instructor from that campus assessed a Spring 2015 section instead. 100% of the students assessed were successful.



**Outcome Distance Learning Results**

No Biol 1407 online sections were offered in Fall 2014.

**Planned Improvement as an Outcome Result**

Biol 1407 will be assessed in Spring Semesters, when many sections are offered on main campuses, in the future.

**Planned Distance Learning Improvement as an Outcome Result**

Biol 1407 online classes may be offered in Spring 2016.

## \*BIOL 1407 General Biology II Education

**Plan** FY15 **Outcome** 7644  
**Period:** **ID#:**

### **Outcome Description**

Students will utilize the microscope and apply scientific reasoning to investigate basic concepts and to collect and analyze data from microscopy. (SLO #7)

### **Outcome Strategy**

Students will work in groups (TW) to apply the principles of microscopy to the functional components of the microscopes and their relationship to relative magnification, resolution, inversion, depth of field, and contrast (CT). Students will determine the actual size of a specimen utilizing stage micrometer/ruler or field of view (EQ) and will produce a written report portfolio (COM) that graphically demonstrates the relationship between microscopic samples analyzed in lab and the main topic principles listed above (CT).

### **Outcome Method**

A standardized laboratory report will be collected from each student during the semester and 50% will be randomly chosen to evaluate the successful completion of the core outcome. The assessment will be accomplished from the relevant sections of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT, EQ), format (COM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core outcome to be compared across all classes. Successful students will score an "acceptable" rating on at least two components of each Core Objective Outcome or a minimum numerical score of 65% or higher.

### **Outcome Criterion**

65% of assessed students will core an "acceptable" rating on at least 2 components of each Core Objective Outcome or a minimum numerical score of 65% or higher.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Teamwork - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

This student learning outcome directly relates to the students' ability to conduct critical thinking, demonstrate communication skills, manipulate and analyze data, and work in teams. Basic scientific concepts and skills related to microscopy will be applied in laboratory exercises and results and relevance to concepts of microscopy will be communicated in a written laboratory report.

### **Outcome Results**

22 students, representing only one campus with Spring 2015 data, were assessed. Instructors were told that the assessments were to be done in Fall 2014, but only two sections, on one campus, of Biol 1407 were offered in Fall 2014. No instructors assessed

Fall Biol 1407, but one instructor from that campus assessed a Spring 2015 section instead. 100% of the students assessed were successful.

**Outcome Distance Learning Results**

No Biol 1407 online sections were offered in Fall 2014.

**Planned Improvement as an Outcome Result**

Biol 1407 will be assessed in Spring Semesters, when many sections are offered on main campuses, in the future.

**Planned Distance Learning Improvement as an Outcome Result**

Biol 1407 online classes may be offered in Spring 2016.

## \*BIOL 1411 General Botany Education

**Plan** FY15 **Outcome** 7651  
**Period:** **ID#:**

### **Outcome Description**

Students will utilize the microscope and apply scientific reasoning to investigate basic concepts and to collect and analyze data from microscopy. (SLO #11).

### **Outcome Strategy**

Students will work in groups (TW) to apply the principles of microscopy to the functional components of the microscopes and their relationship to relative magnification, resolution, inversion, depth of field, and contrast (CT). Students will determine the actual size of a specimen utilizing stage micrometer/ruler or field of view (EQ) and will produce a written report portfolio (CM) that graphically demonstrates the relationship between microscopic samples analyzed in lab and the main topic principles listed above (CT).

### **Outcome Method**

A standardized laboratory report will be collected from each student during the semester and 50% will be randomly chosen to evaluate the successful completion of the core outcome. The assessment will be accomplished from the relevant sections of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT,EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core outcome to be compared across all classes

### **Outcome Criterion**

Students will score an "acceptable" rating on at least 2 components of each Core Objective Outcome or a minimum numerical score of 65% or higher.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Critical Thinking Skills - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

This student learning outcome directly relates to the students' ability to conduct critical thinking, demonstrate communication skills, manipulate and analyze data, and work in teams. Basic scientific concepts and skills related to microscopy will be applied in laboratory exercises and results and relevance to concepts of microscopy will be communicated in a written laboratory report.

### **Outcome Results**

32 students, representing two sections on one campus, were assessed. Only three sections of Biol 1411 were offered in Fall 2014. 84,4% were successful. We exceeded our goal.

### **Outcome Distance Learning Results**

No online sections of Biol 1411 were offered in Fall 2014, when the assessments were completed.

**Planned Improvement as an Outcome Result**

No changes, other than to raise our standards for success and to encourage universal assessment for this majors' class, are planned.

**Planned Distance Learning Improvement as an Outcome Result**

No online sections of Biol 1411 are planned.

## \*BIOL 1411 General Botany Education

**Plan**            FY15  
**Period:**

**Outcome**        7652  
**ID#:**

### **Outcome Description**

Students will utilize the microscope and apply scientific reasoning to investigate basic concepts and to collect and analyze data from microscopy. (SLO #11).

### **Outcome Strategy**

Students will work in groups (TW) to apply the principles of microscopy to the functional components of the microscopes and their relationship to relative magnification, resolution, inversion, depth of field, and contrast (CT). Students will determine the actual size of a specimen utilizing stage micrometer/ruler or field of view (EQ) and will produce a written report portfolio (CM) that graphically demonstrates the relationship between microscopic samples analyzed in lab and the main topic principles listed above (CT).

### **Outcome Method**

A standardized laboratory report will be collected from each student during the semester and 50% will be randomly chosen to evaluate the successful completion of the core outcome. The assessment will be accomplished from the relevant sections of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT,EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core outcome to be compared across all classes

### **Outcome Criterion**

Students will score an "acceptable" rating on at least 2 components of each Core Objective Outcome or a minimum numerical score of 65% or higher.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Communication Skills - To include effective development, interpretation and expression of ideas through written, oral and visual communication

This student learning outcome directly relates to the students' ability to conduct critical thinking, demonstrate communication skills, manipulate and analyze data, and work in teams. Basic scientific concepts and skills related to microscopy will be applied in laboratory exercises and results and relevance to concepts of microscopy will be communicated in a written laboratory report.

### **Outcome Results**

32 students, representing two sections on one campus, were assessed. Only three sections of Biol 1411 were offered in Fall 2014. 90.6% were successful. We exceeded our goal.

### **Outcome Distance Learning Results**

No online sections of Biol 1411 were offered in Fall 2014, when the assessments were completed.

**Planned Improvement as an Outcome Result**

No changes, other than to raise our standards for success and to encourage universal assessment for this majors' class, are planned.

**Planned Distance Learning Improvement as an Outcome Result**

No online sections of Biol 1411 are planned.

## \*BIOL 1411 General Botany Education

**Plan** FY15 **Outcome** 7653  
**Period:** **ID#:**

### **Outcome Description**

Students will utilize the microscope and apply scientific reasoning to investigate basic concepts and to collect and analyze data from microscopy. (SLO #11).

### **Outcome Strategy**

Students will work in groups (TW) to apply the principles of microscopy to the functional components of the microscopes and their relationship to relative magnification, resolution, inversion, depth of field, and contrast (CT). Students will determine the actual size of a specimen utilizing stage micrometer/ruler or field of view (EQ) and will produce a written report portfolio (CM) that graphically demonstrates the relationship between microscopic samples analyzed in lab and the main topic principles listed above (CT).

### **Outcome Method**

A standardized laboratory report will be collected from each student during the semester and 50% will be randomly chosen to evaluate the successful completion of the core outcome. The assessment will be accomplished from the relevant sections of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT,EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core outcome to be compared across all classes

### **Outcome Criterion**

Students will score an "acceptable" rating on at least 2 components of each Core Objective Outcome or a minimum numerical score of 65% or higher.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Empirical and Quantitative Skills - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

This student learning outcome directly relates to the students' ability to conduct critical thinking, demonstrate communication skills, manipulate and analyze data, and work in teams. Basic scientific concepts and skills related to microscopy will be applied in laboratory exercises and results and relevance to concepts of microscopy will be communicated in a written laboratory report.

### **Outcome Results**

32 students, representing two sections on one campus, were assessed. Only three sections of Biol 1411 were offered in Fall 2014. 84.4% were successful. We exceeded our goal.

### **Outcome Distance Learning Results**



No online sections of Biol 1411 were offered in Fall 2014, when the assessments were completed.

**Planned Improvement as an Outcome Result**

No changes, other than to raise our standards for success and to encourage universal assessment for this majors' class, are planned.

**Planned Distance Learning Improvement as an Outcome Result**

No online sections of Biol 1411 are planned.

## \*BIOL 1411 General Botany Education

**Plan** FY15 **Outcome** 7654  
**Period:** **ID#:**

### **Outcome Description**

Students will utilize the microscope and apply scientific reasoning to investigate basic concepts and to collect and analyze data from microscopy. (SLO #11).

### **Outcome Strategy**

Students will work in groups (TW) to apply the principles of microscopy to the functional components of the microscopes and their relationship to relative magnification, resolution, inversion, depth of field, and contrast (CT). Students will determine the actual size of a specimen utilizing stage micrometer/ruler or field of view (EQ) and will produce a written report portfolio (CM) that graphically demonstrates the relationship between microscopic samples analyzed in lab and the main topic principles listed above (CT).

### **Outcome Method**

A standardized laboratory report will be collected from each student during the semester and 50% will be randomly chosen to evaluate the successful completion of the core outcome. The assessment will be accomplished from the relevant sections of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT,EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core outcome to be compared across all classes

### **Outcome Criterion**

Students will score an "acceptable" rating on at least 2 components of each Core Objective Outcome or a minimum numerical score of 65% or higher.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Teamwork - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

This student learning outcome directly relates to the students' ability to conduct critical thinking, demonstrate communication skills, manipulate and analyze data, and work in teams. Basic scientific concepts and skills related to microscopy will be applied in laboratory exercises and results and relevance to concepts of microscopy will be communicated in a written laboratory report.

### **Outcome Results**

32 students, representing two sections on one campus, were assessed. Only three sections of Biol 1411 were offered in Fall 2014. 90.6% were successful. We exceeded our goal.

### **Outcome Distance Learning Results**

No online sections of Biol 1411 were offered in Fall 2014, when the assessments were completed.

**Planned Improvement as an Outcome Result**

No changes, other than to raise our standards for success and to encourage universal assessment for this majors' class, are planned.

**Planned Distance Learning Improvement as an Outcome Result**

No online sections of Biol 1411 are planned.

## \*BIOL 1413 General Zoology Education

**Plan** FY15 **Outcome** 7655  
**Period:** **ID#:**

### **Outcome Description**

Students will apply scientific reasoning to investigate questions and utilize scientific tools such as microscopes and laboratory equipment to collect and analyze data. (SLO #L1)

### **Outcome Strategy**

Students will work in small groups (TW) to apply the principles of microscopy functionally to the components of the microscopes and their relationship to relative magnification, resolution, inversion, depth of field, focal plane, and contrast. (CT) Students will determine the actual size of a specimen utilizing stage micrometer/ruler or field of view (EQ). Students will generate a written portfolio (CM) and graphically demonstrate (EQ) the relationship between microscopic samples analyzed in lab the main topic principles listed above. (CT)

### **Outcome Method**

Standardized laboratory reports will be collected from each student sometime during the semester and 50% will be randomly selected to be used to evaluate the successful completion of the core outcome. The assessment will be accomplished from the relevant section of the lab report. The instructor will assess the report based on achieving the outcome, data analysis, (CT,EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core objective to be compared across all classes. Successful completion is achieving a score of 65%.

### **Outcome Criterion**

At least 65% of students evaluated will attain mastery of the measured core outcome.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Critical Thinking Skills - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

This outcome directly relates to students' ability to engage in critical thinking, demonstrates communication skills, manipulate and analyze data, and work as a team. Principles of microscopy will be applied in the laboratory exercise for the student to collect data and analyze results in a group setting and the outcome of the exercise will be presented to the instructor for evaluation

### **Outcome Results**

13 students, representing the only section of Biol 1413 offered in Fall 2014, were assessed. 92.3% were successful. We exceeded our goal, but the assessment group was too small even for a major's class.

### **Outcome Distance Learning Results**

No online section of Biol 1413 was offered in Fall 2014, when the assessments were completed.

**Planned Improvement as an Outcome Result**

Biol 1413 should be assessed in both Fall and Spring semesters in order to capture as much data as possible.

**Planned Distance Learning Improvement as an Outcome Result**

No online sections of Biol 1413 are planned.

## \*BIOL 1413 General Zoology Education

**Plan** FY15 **Outcome** 7656  
**Period:** **ID#:**

### **Outcome Description**

Students will apply scientific reasoning to investigate questions and utilize scientific tools such as microscopes and laboratory equipment to collect and analyze data. (SLO #L1)

### **Outcome Strategy**

Students will work in small groups (TW) to apply the principles of microscopy functionally to the components of the microscopes and their relationship to relative magnification, resolution, inversion, depth of field, focal plane, and contrast. (CT) Students will determine the actual size of a specimen utilizing stage micrometer/ruler or field of view (EQ). Students will generate a written portfolio (CM) and graphically demonstrate (EQ) the relationship between microscopic samples analyzed in lab the main topic principles listed above. (CT)

### **Outcome Method**

Standardized laboratory reports will be collected from each student sometime during the semester and 50% will be randomly selected to be used to evaluate the successful completion of the core outcome. The assessment will be accomplished from the relevant section of the lab report. The instructor will assess the report based on achieving the outcome, data analysis, (CT,EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core objective to be compared across all classes. Successful completion is achieving a score of 65%.

### **Outcome Criterion**

At least 65% of students evaluated will attain mastery of the measured core outcome.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Communication Skills - To include effective development, interpretation and expression of ideas through written, oral and visual communication

This outcome directly relates to students' ability to engage in critical thinking, demonstrates communication skills, manipulate and analyze data, and work as a team. Principles of microscopy will be applied in the laboratory exercise for the student to collect data and analyze results in a group setting and the outcome of the exercise will be presented to the instructor for evaluation

### **Outcome Results**

13 students, representing the only section of Biol 1413 offered in Fall 2014, were assessed. 92.3% were successful. We exceeded our goal, but the assessment group was too small even for a major's class.

### **Outcome Distance Learning Results**

No online section of Biol 1413 was offered in Fall 2014, when the assessments were completed.

**Planned Improvement as an Outcome Result**

Biol 1413 should be assessed in both Fall and Spring semesters in order to capture as much data as possible.

**Planned Distance Learning Improvement as an Outcome Result**

No online sections of Biol 1413 are planned.

## \*BIOL 1413 General Zoology Education

**Plan Period:** FY15

**Outcome ID#:** 7657

### **Outcome Description**

Students will apply scientific reasoning to investigate questions and utilize scientific tools such as microscopes and laboratory equipment to collect and analyze data. (SLO #L1)

### **Outcome Strategy**

Students will work in small groups (TW) to apply the principles of microscopy functionally to the components of the microscopes and their relationship to relative magnification, resolution, inversion, depth of field, focal plane, and contrast. (CT) Students will determine the actual size of a specimen utilizing stage micrometer/ruler or field of view (EQ). Students will generate a written portfolio (CM) and graphically demonstrate (EQ) the relationship between microscopic samples analyzed in lab the main topic principles listed above. (CT)

### **Outcome Method**

Standardized laboratory reports will be collected from each student sometime during the semester and 50% will be randomly selected to be used to evaluate the successful completion of the core outcome. The assessment will be accomplished from the relevant section of the lab report. The instructor will assess the report based on achieving the outcome, data analysis, (CT, EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core objective to be compared across all classes. Successful completion is achieving a score of 65%.

### **Outcome Criterion**

At least 65% of students evaluated will attain mastery of the measured core outcome.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success

Empirical and Quantitative Skills - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

This outcome directly relates to students' ability to engage in critical thinking, demonstrates communication skills, manipulate and analyze data, and work as a team. Principles of microscopy will be applied in the laboratory exercise for the student to collect data and analyze results in a group setting and the outcome of the exercise will be presented to the instructor for evaluation

### **Outcome Results**

13 students, representing the only section of Biol 1413 offered in Fall 2014, were assessed. 92.3% were successful. We exceeded our goal, but the assessment group was too small even for a major's class.

### **Outcome Distance Learning Results**

No online section of Biol 1413 was offered in Fall 2014, when the assessments were completed.



**Planned Improvement as an Outcome  
Result**

Biol 1413 should be assessed in both Fall and Spring semesters in order to capture as much data as possible.

**Planned Distance Learning Improvement as an Outcome  
Result**

No online sections of Biol 1413 are planned.

## \*BIOL 1413 General Zoology Education

**Plan** FY15 **Outcome** 7658  
**Period:** **ID#:**

### **Outcome Description**

Students will apply scientific reasoning to investigate questions and utilize scientific tools such as microscopes and laboratory equipment to collect and analyze data. (SLO #L1)

### **Outcome Strategy**

Students will work in small groups (TW) to apply the principles of microscopy functionally to the components of the microscopes and their relationship to relative magnification, resolution, inversion, depth of field, focal plane, and contrast. (CT) Students will determine the actual size of a specimen utilizing stage micrometer/ruler or field of view (EQ). Students will generate a written portfolio (CM) and graphically demonstrate (EQ) the relationship between microscopic samples analyzed in lab the main topic principles listed above. (CT)

### **Outcome Method**

Standardized laboratory reports will be collected from each student sometime during the semester and 50% will be randomly selected to be used to evaluate the successful completion of the core outcome. The assessment will be accomplished from the relevant section of the lab report. The instructor will assess the report based on achieving the outcome, data analysis, (CT,EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core objective to be compared across all classes. Successful completion is achieving a score of 65%.

### **Outcome Criterion**

At least 65% of students evaluated will attain mastery of the measured core outcome.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Teamwork - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

This outcome directly relates to students' ability to engage in critical thinking, demonstrates communication skills, manipulate and analyze data, and work as a team. Principles of microscopy will be applied in the laboratory exercise for the student to collect data and analyze results in a group setting and the outcome of the exercise will be presented to the instructor for evaluation

### **Outcome Results**

13 students, representing the only section of Biol 1413 offered in Fall 2014, were assessed. 92.3% were successful. We exceeded our goal, but the assessment group was too small even for a major's class.

### **Outcome Distance Learning Results**

No online section of Biol 1413 was offered in Fall 2014, when the assessments were completed.

**Planned Improvement as an Outcome Result**

Biol 1413 should be assessed in both Fall and Spring semesters in order to capture as much data as possible.

**Planned Distance Learning Improvement as an Outcome Result**

No online sections of Biol 1413 are planned.



producing a written document that justifies the accuracy of their diagnosis based on the presented facts (Communication Skills). To produce this document students will have to evaluate and analyze the signs and symptoms of the unknown disease to determine their diagnosis (Critical Thinking Skills) and evaluate the reasonableness of their diagnosis using numerical data and observable facts (Empirical and Quantitative Skills).

### **Outcome Results**

322 students, representing 15 sections of Biol 2401 and all campuses which offer Biol 2401, were assessed. 77.3% were successful. We exceeded our goal.

### **Outcome Distance Learning Results**

47 students, representing 2 sections of Biol 2401 and two of three campuses where Biol 2401 was offered by internet, were assessed. 85.1% were successful. We exceeded our goal.

### **Planned Improvement as an Outcome Result**

No changes, except to increase our standards for success, are planned.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes, except to increase our standards for success, are planned.

## \*BIOL 2401 Human Anatomy and Physiology I Education

**Plan** FY15 **Outcome** 7660  
**Period:** **ID#:**

### **Outcome Description**

Students will explain and apply knowledge of the integumentary, skeletal, muscular, nervous, and endocrine systems' structure and function. SLO #5

### **Outcome Strategy**

Students will work together in teams to produce a written case study analysis to solve a problem (pathology of a selected system) and provide justification for their solution (CT). Students will identify the essential information (key signs and symptoms) for solving the problem (EQ). Students will use quantitative measures to produce a timeline, graph or table of the pathology and identify the disease and its possible treatments and outcomes (EQ). The written presentation will assess accuracy, depth of content, and reasonableness of the conclusion (EQ, CM). Students will anonymously assess team members on their participation, performance, and ability to divide tasks and share equally within the group (TW).

### **Outcome Method**

Students who complete BIOL 2401 will be assessed at the end of the semester. A rubric will be used to evaluate the written assignment and group work for mastery of each of the four core objectives (Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, and Teamwork) on the following scale:

Excellent- Correct diagnosis with justification, all parts of assignment completed correctly, worked well within the group

Acceptable-Correct diagnosis with moderate justification, most parts of assignment completed correctly, significant group participation

Poor- Incorrect diagnosis or inadequate justification, multiple parts of assignment missing or incorrect, very little group participation

Not Attempted- Not included in report, did not participate in group

### **Outcome Criterion**

70 % of students will achieve an acceptable rating or higher on each of the four core objectives (Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, and Teamwork) according to the proposed rubric.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Communication Skills - To include effective development, interpretation and expression of ideas through written, oral and visual communication

This outcome requires students to participate in a group to produce a written report that correctly analyzes signs and symptoms to diagnose a disease. In completion of this assignment, students will learn to effectively work with others (Teamwork) while

producing a written document that justifies the accuracy of their diagnosis based on the presented facts (Communication Skills). To produce this document students will have to evaluate and analyze the signs and symptoms of the unknown disease to determine their diagnosis (Critical Thinking Skills) and evaluate the reasonableness of their diagnosis using numerical data and observable facts (Empirical and Quantitative Skills).

### **Outcome Results**

322 students, representing 15 sections of Biol 2401 and all campuses which offer Biol 2401, were assessed. 82.3% were successful. We exceeded our goal.

### **Outcome Distance Learning Results**

47 students, representing 2 sections of Biol 2401 and two of three campuses which offer Biol 2401, were assessed. 80.9% were successful. We exceeded our goal.

### **Planned Improvement as an Outcome Result**

No changes, other than to raise our standards for success, are planned.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes, other than to raise our standards for success, are planned.

## \*BIOL 2401 Human Anatomy and Physiology I Education

**Plan** FY15 **Outcome** 7661  
**Period:** **ID#:**

### **Outcome Description**

Students will explain and apply knowledge of the integumentary, skeletal, muscular, nervous, and endocrine systems' structure and function. SLO #5

### **Outcome Strategy**

Students will work together in teams to produce a written case study analysis to solve a problem (pathology of a selected system) and provide justification for their solution (CT). Students will identify the essential information (key signs and symptoms) for solving the problem (EQ). Students will use quantitative measures to produce a timeline, graph or table of the pathology and identify the disease and its possible treatments and outcomes (EQ). The written presentation will assess accuracy, depth of content, and reasonableness of the conclusion (EQ, CM). Students will anonymously assess team members on their participation, performance, and ability to divide tasks and share equally within the group (TW).

### **Outcome Method**

Students who complete BIOL 2401 will be assessed at the end of the semester. A rubric will be used to evaluate the written assignment and group work for mastery of each of the four core objectives (Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, and Teamwork) on the following scale:

Excellent- Correct diagnosis with justification, all parts of assignment completed correctly, worked well within the group

Acceptable-Correct diagnosis with moderate justification, most parts of assignment completed correctly, significant group participation

Poor- Incorrect diagnosis or inadequate justification, multiple parts of assignment missing or incorrect, very little group participation

Not Attempted- Not included in report, did not participate in group

### **Outcome Criterion**

70 % of students will achieve an acceptable rating or higher on each of the four core objectives (Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, and Teamwork) according to the proposed rubric.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Empirical and Quantitative Skills - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

This outcome requires students to participate in a group to produce a written report that correctly analyzes signs and symptoms to diagnose a disease. In completion of this assignment, students will learn to effectively work with others (Teamwork) while



producing a written document that justifies the accuracy of their diagnosis based on the presented facts (Communication Skills). To produce this document students will have to evaluate and analyze the signs and symptoms of the unknown disease to determine their diagnosis (Critical Thinking Skills) and evaluate the reasonableness of their diagnosis using numerical data and observable facts (Empirical and Quantitative Skills).

### **Outcome Results**

322 students, representing 15 sections of Biol 2401 and all campuses where Biol 2401 were offered, were assessed. 75.8% were successful. We exceeded our goal.

### **Outcome Distance Learning Results**

47 students, representing 2 sections of Biol 2401 and all campuses where Biol 2401 were offered, were assessed. 85.1% were successful. We exceeded our goal.

### **Planned Improvement as an Outcome Result**

No changes, other than to raise our standards for success, are planned.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes, other than to raise our standards for success, are planned.

## \*BIOL 2401 Human Anatomy and Physiology I Education

**Plan** FY15 **Outcome** 7662  
**Period:** **ID#:**

### **Outcome Description**

Students will explain and apply knowledge of the integumentary, skeletal, muscular, nervous, and endocrine systems' structure and function. SLO #5

### **Outcome Strategy**

Students will work together in teams to produce a written case study analysis to solve a problem (pathology of a selected system) and provide justification for their solution (CT). Students will identify the essential information (key signs and symptoms) for solving the problem (EQ). Students will use quantitative measures to produce a timeline, graph or table of the pathology and identify the disease and its possible treatments and outcomes (EQ). The written presentation will assess accuracy, depth of content, and reasonableness of the conclusion (EQ, CM). Students will anonymously assess team members on their participation, performance, and ability to divide tasks and share equally within the group (TW).

### **Outcome Method**

Students who complete BIOL 2401 will be assessed at the end of the semester. A rubric will be used to evaluate the written assignment and group work for mastery of each of the four core objectives (Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, and Teamwork) on the following scale:

Excellent- Correct diagnosis with justification, all parts of assignment completed correctly, worked well within the group

Acceptable-Correct diagnosis with moderate justification, most parts of assignment completed correctly, significant group participation

Poor- Incorrect diagnosis or inadequate justification, multiple parts of assignment missing or incorrect, very little group participation

Not Attempted- Not included in report, did not participate in group

### **Outcome Criterion**

70 % of students will achieve an acceptable rating or higher on each of the four core objectives (Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, and Teamwork) according to the proposed rubric.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Teamwork - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

This outcome requires students to participate in a group to produce a written report that correctly analyzes signs and symptoms to diagnose a disease. In completion of this assignment, students will learn to effectively work with others (Teamwork) while

producing a written document that justifies the accuracy of their diagnosis based on the presented facts (Communication Skills). To produce this document students will have to evaluate and analyze the signs and symptoms of the unknown disease to determine their diagnosis (Critical Thinking Skills) and evaluate the reasonableness of their diagnosis using numerical data and observable facts (Empirical and Quantitative Skills).

### **Outcome Results**

321 students, representing 15 sections of Biol 2401 and all campuses where Biol 2401 was offered, were assessed. 79.8% were successful. We exceeded our goal.

### **Outcome Distance Learning Results**

47 students, representing 2 sections of Biol 2401 and two of three campuses where Biol 2401 was offered, were assessed. 80.9% were successful. We exceeded our goal.

### **Planned Improvement as an Outcome Result**

No changes, other than to raise our standards for success, are planned.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes, other than to raise our standards for success, are planned.

## \*BIOL 2402 Human Anatomy and Physiology II Education

**Plan** FY15 **Outcome** 7663  
**Period:** **ID#:**

### **Outcome Description**

Students will explain and apply knowledge of the cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems' structure and function. SLO #4

### **Outcome Strategy**

Students will work together in teams to produce a written case study analysis to solve a problem (pathology of a selected system) and provide justification for their solution (CT). Students will identify the essential information (key signs and symptoms) for solving the problem (EQ). Students will use quantitative measures to produce a timeline, graph or table of the pathology and identify the disease and its possible treatments and outcomes (EQ). The written presentation will assess accuracy, depth of content, and reasonableness of the conclusion (EQ, CM). Students will anonymously assess team members on their participation, performance, and ability to divide tasks and share equally within the group (TW).

### **Outcome Method**

Students who complete BIOL 2402 will be assessed at the end of the semester. A rubric will be used to evaluate the written assignment and group work for mastery of each of the four core objectives (Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, and Teamwork) on the following scale:

Excellent- Correct diagnosis with justification, all parts of assignment completed correctly, worked well within the group

Acceptable-Correct diagnosis with moderate justification, most parts of assignment completed correctly, significant group participation

Poor- Incorrect diagnosis or inadequate justification, multiple parts of assignment missing or incorrect, very little group participation

Not Attempted- Not included in report, did not participate in group

### **Outcome Criterion**

70 % of students will achieve an acceptable rating or higher on each of the four core objectives (Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, and Teamwork) according to the proposed rubric.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Critical Thinking Skills - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

This outcome requires students to participate in a group to produce a written report that correctly analyzes signs and symptoms to diagnose a disease. In completion of this assignment, students will learn to effectively work with others (Teamwork) while

producing a written document that justifies the accuracy of their diagnosis based on the presented facts (Communication Skills). To produce this document students will have to evaluate and analyze the signs and symptoms of the unknown disease to determine their diagnosis (Critical Thinking Skills) and evaluate the reasonableness of their diagnosis using numerical data and observable facts (Empirical and Quantitative Skills).

### **Outcome Results**

129 students, representing 7 sections of Biol 2402 and all campuses where Biol 2402 was offered, were assessed. 85.3% were successful. We exceeded our goal.

### **Outcome Distance Learning Results**

30 students, representing 2 sections of Biol 2402 and all campuses where internet Biol 2402 was offered, were assessed. 80% were successful. We exceeded our goal.

### **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

## \*BIOL 2402 Human Anatomy and Physiology II Education

**Plan** FY15 **Outcome** 7664  
**Period:** **ID#:**

### **Outcome Description**

Students will explain and apply knowledge of the cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems' structure and function. SLO #4

### **Outcome Strategy**

Students will work together in teams to produce a written case study analysis to solve a problem (pathology of a selected system) and provide justification for their solution (CT). Students will identify the essential information (key signs and symptoms) for solving the problem (EQ). Students will use quantitative measures to produce a timeline, graph or table of the pathology and identify the disease and its possible treatments and outcomes (EQ). The written presentation will assess accuracy, depth of content, and reasonableness of the conclusion (EQ, CM). Students will anonymously assess team members on their participation, performance, and ability to divide tasks and share equally within the group (TW).

### **Outcome Method**

Students who complete BIOL 2402 will be assessed at the end of the semester. A rubric will be used to evaluate the written assignment and group work for mastery of each of the four core objectives (Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, and Teamwork) on the following scale:

- o Excellent- Correct diagnosis with justification, all parts of assignment completed correctly, worked well within the group
- o Acceptable-Correct diagnosis with moderate justification, most parts of assignment completed correctly, significant group participation
- o Poor- Incorrect diagnosis or inadequate justification, multiple parts of assignment missing or incorrect, very little group participation
- o Not Attempted- Not included in report, did not participate in group

### **Outcome Criterion**

70 % of students will achieve an acceptable rating or higher on each of the four core objectives (Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, and Teamwork) according to the proposed rubric.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Communication Skills - To include effective development, interpretation and expression of ideas through written, oral and visual communication

This outcome requires students to participate in a group to produce a written report that correctly analyzes signs and symptoms to diagnose a disease. In completion of this assignment, students will learn to effectively work with others (Teamwork) while

producing a written document that justifies the accuracy of their diagnosis based on the presented facts (Communication Skills). To produce this document students will have to evaluate and analyze the signs and symptoms of the unknown disease to determine their diagnosis (Critical Thinking Skills) and evaluate the reasonableness of their diagnosis using numerical data and observable facts (Empirical and Quantitative Skills).

### **Outcome Results**

129 students, representing 7 sections of Biol 2402 and all campuses where Biol 2402 was offered, were assessed. 88.4% were successful. We exceeded our goal.

### **Outcome Distance Learning Results**

30 students, representing 2 sections of Biol 2402 and all campuses where Biol 2402 was offered by internet, were assessed. 80% were successful. We exceeded our goal.

### **Planned Improvement as an Outcome Result**

No changes, other than to increase our standard for success, are planned.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes, other than to increase our standard for success, are planned.

## \*BIOL 2402 Human Anatomy and Physiology II Education

**Plan** FY15 **Outcome** 7665  
**Period:** **ID#:**

### **Outcome Description**

Students will explain and apply knowledge of the cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems' structure and function. SLO #4

### **Outcome Strategy**

Students will work together in teams to produce a written case study analysis to solve a problem (pathology of a selected system) and provide justification for their solution (CT). Students will identify the essential information (key signs and symptoms) for solving the problem (EQ). Students will use quantitative measures to produce a timeline, graph or table of the pathology and identify the disease and its possible treatments and outcomes (EQ). The written presentation will assess accuracy, depth of content, and reasonableness of the conclusion (EQ, CM). Students will anonymously assess team members on their participation, performance, and ability to divide tasks and share equally within the group (TW).

### **Outcome Method**

Students who complete BIOL 2402 will be assessed at the end of the semester. A rubric will be used to evaluate the written assignment and group work for mastery of each of the four core objectives (Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, and Teamwork) on the following scale:

Excellent- Correct diagnosis with justification, all parts of assignment completed correctly, worked well within the group

Acceptable-Correct diagnosis with moderate justification, most parts of assignment completed correctly, significant group participation

Poor- Incorrect diagnosis or inadequate justification, multiple parts of assignment missing or incorrect, very little group participation

Not Attempted- Not included in report, did not participate in group

### **Outcome Criterion**

70 % of students will achieve an acceptable rating or higher on each of the four core objectives (Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, and Teamwork) according to the proposed rubric.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Empirical and Quantitative Skills - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

This outcome requires students to participate in a group to produce a written report that correctly analyzes signs and symptoms to diagnose a disease. In completion of this assignment, students will learn to effectively work with others (Teamwork) while



producing a written document that justifies the accuracy of their diagnosis based on the presented facts (Communication Skills). To produce this document students will have to evaluate and analyze the signs and symptoms of the unknown disease to determine their diagnosis (Critical Thinking Skills) and evaluate the reasonableness of their diagnosis using numerical data and observable facts (Empirical and Quantitative Skills).

### **Outcome Results**

129 students, representing 7 sections of Biol 2402 and all campuses which offered Biol 2402, were assessed. 85.3% were successful. We exceeded our goal.

### **Outcome Distance Learning Results**

30 students, representing 2 sections of Biol 2402 and all campuses which offered Biol 2402 by internet, were assessed. 80% were successful. We exceeded our goal.

### **Planned Improvement as an Outcome Result**

No changes, other than to raise our standard for success, are planned.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes, other than to raise our standard for success, are planned.

## \*BIOL 2402 Human Anatomy and Physiology II Education

**Plan** FY15 **Outcome** 7666  
**Period:** **ID#:**

### **Outcome Description**

Students will explain and apply knowledge of the cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems' structure and function. SLO #4

### **Outcome Strategy**

Students will work together in teams to produce a written case study analysis to solve a problem (pathology of a selected system) and provide justification for their solution (CT). Students will identify the essential information (key signs and symptoms) for solving the problem (EQ). Students will use quantitative measures to produce a timeline, graph or table of the pathology and identify the disease and its possible treatments and outcomes (EQ). The written presentation will assess accuracy, depth of content, and reasonableness of the conclusion (EQ, CM). Students will anonymously assess team members on their participation, performance, and ability to divide tasks and share equally within the group (TW).

### **Outcome Method**

Students who complete BIOL 2402 will be assessed at the end of the semester. A rubric will be used to evaluate the written assignment and group work for mastery of each of the four core objectives (Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, and Teamwork) on the following scale:

Excellent- Correct diagnosis with justification, all parts of assignment completed correctly, worked well within the group

Acceptable-Correct diagnosis with moderate justification, most parts of assignment completed correctly, significant group participation

Poor- Incorrect diagnosis or inadequate justification, multiple parts of assignment missing or incorrect, very little group participation

Not Attempted- Not included in report, did not participate in group

### **Outcome Criterion**

70 % of students will achieve an acceptable rating or higher on each of the four core objectives (Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, and Teamwork) according to the proposed rubric.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Teamwork - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

This outcome requires students to participate in a group to produce a written report that correctly analyzes signs and symptoms to diagnose a disease. In completion of this assignment, students will learn to effectively work with others (Teamwork) while producing a written document that justifies the accuracy of their diagnosis based on the presented facts (Communication Skills). To produce this document students will have to

evaluate and analyze the signs and symptoms of the unknown disease to determine their diagnosis (Critical Thinking Skills) and evaluate the reasonableness of their diagnosis using numerical data and observable facts (Empirical and Quantitative Skills).

### **Outcome Results**

129 students, representing 7 sections of Biol 2402 and all campuses which offered Biol 2402, were assessed. 83.0% were successful. We exceeded our goal.

### **Outcome Distance Learning Results**

30 students, representing 2 sections of Biol 2402 and all campuses which offered Biol 2402 by internet, were assessed. 73.3% were successful. We exceeded our goal.

### **Planned Improvement as an Outcome Result**

No changes, other than to raise our standard for success, are planned.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes, other than to raise our standard for success, are planned.

# \*BIOL 2404 Introduction to Anatomy and Physiology Education

**Plan** FY15 **Outcome** 7667  
**Period:** **ID#:**

## **Outcome Description**

Students will relate concepts to everyday life and explain that relation related to health and pathology (SLO #7).

## **Outcome Strategy**

Students will work in pairs to complete a Case Study. Students will write a lab report that will be graded mechanics, structure, content, logic, and depth of content following a format given (title, abstract, introduction, materials & methods, results & conclusion). Empirical Quantitative data will be analyzed. Essential information will be identified. Students will diagnose a patient with written justification applying the measurement principles to this new situation and describe how they came to the diagnosis. Group work will be graded on participation, performance & sharing of work.

## **Outcome Method**

A scoring rubric will be used to evaluate the following:

Critical Thinking - the impact of each clue/hint and it's role in identifying their pathology and diagnosis.

Communication - grammar, syntax, proper terminology, and structure

Empirical & Quantitative - problem solving, decision making regarding significant measurements and making conclusions in identifying their pathology and diagnosis.

Teamwork - participation, performance, and sharing of tasks. This will be given following the completion of the urinary system.

This will be given following the completion of the urinary system.

## **Outcome Criterion**

70% of students will have a rating on the scoring rubric of "average" or higher (60 or higher) on each portion of the rubric.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success

Critical Thinking Skills - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

This student learning outcome directly relates to the students' ability to demonstrate, Critical Thinking Communication, Empirical & Quantitative, and Teamwork skills as they are expected to provide written documentation supporting and justifying their diagnosis using given information and will be evaluated.

Critical Thinking - production of a product, problem solving, applying principles, connecting ideas, specifying goals

Communication - Mechanics, structure, connection, logic, and accuracy

Empirical & Quantitative - Problem solving, identifying essential information, use of quantitative information, reaching conclusion

Teamwork - Participation, performance, and sharing of tasks.

### **Outcome Results**

Only 11 students from one section of Biol 2404 were assessed. Four sections with 89 students representing all campuses which offer Biol 2404 could have been assessed. 100% of assessed students were successful, but our goal was not met when so few students were assessed.

### **Outcome Distance Learning Results**

11 students from one section of Biol 2404 were assessed. Two sections with 49 internet students could have been assessed. 100% of the assessed students were successful, but the goal was not met when so few students were assessed.

### **Planned Improvement as an Outcome Result**

Because fewer sections of Biol 2404 are offered, all sections on all campuses need to be assessed. We are also raising our standard for success.

### **Planned Distance Learning Improvement as an Outcome Result**

Because fewer internet sections of Biol 2404 are offered, all sections on all campuses need to be assessed. We are also raising our standard for success.

# \*BIOL 2404 Introduction to Anatomy and Physiology Education

**Plan** FY15  
**Period:**

**Outcome** 7668  
**ID#:**

## **Outcome Description**

Students will relate concepts to everyday life and explain that relation related to health and pathology (SLO #7).

## **Outcome Strategy**

Students will work in pairs to complete a Case Study. Students will write a lab report that will be graded mechanics, structure, content, logic, and depth of content following a format given (title, abstract, introduction, materials & methods, results & conclusion). Empirical Quantitative data will be analyzed. Essential information will be identified. Students will diagnose a patient with written justification applying the measurement principles to this new situation and describe how they came to the diagnosis. Group work will be graded on participation, performance & sharing of work.

## **Outcome Method**

A scoring rubric will be used to evaluate the following:

Critical Thinking - the impact of each clue/hint and it's role in identifying their pathology and diagnosis.

Communication - grammar, syntax, proper terminology, and structure

Empirical & Quantitative - problem solving, decision making regarding significant measurements and making conclusions in identifying their pathology and diagnosis.

Teamwork - participation, performance, and sharing of tasks. This will be given following the completion of the urinary system.

This will be given following the completion of the urinary system.

## **Outcome Criterion**

70% of students will have a rating on the scoring rubric of 'average' or higher (60 or higher) on each portion of the rubric.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Communication Skills - To include effective development, interpretation and expression of ideas through written, oral and visual communication

This student learning outcome directly relates to the students' ability to demonstrate, Critical Thinking Communication, Empirical & Quantitative, and Teamwork skills as they are expected to provide written documentation supporting and justifying their diagnosis using given information and will be evaluated.

Critical Thinking - production of a product, problem solving, applying principles, connecting ideas, specifying goals

Communication - Mechanics, structure, connection, logic, and accuracy

Empirical & Quantitative - Problem solving, identifying essential information, use of

quantitative information, reaching conclusion  
Teamwork - Participation, performance, and sharing of tasks.

### **Outcome Results**

Only 11 students from one section of Biol 2404 were assessed. Four sections with 89 students representing all campuses which offer Biol 2404 could have been assessed. 100% of assessed students were successful, but our goal was not met when so few students were assessed.

### **Outcome Distance Learning Results**

11 students from one section of Biol 2404 were assessed. Two sections with 49 internet students could have been assessed. 100% of the assessed students were successful, but the goal was not met when so few students were assessed.

### **Planned Improvement as an Outcome Result**

Because fewer sections of Biol 2404 are offered, all sections on all campuses need to be assessed. We are also raising our standard for success.

### **Planned Distance Learning Improvement as an Outcome Result**

Because fewer internet sections of Biol 2404 are offered, all sections on all campuses need to be assessed. We are also raising our standard for success.

# \*BIOL 2404 Introduction to Anatomy and Physiology Education

**Plan** FY15  
**Period:**

**Outcome** 7669  
**ID#:**

## **Outcome Description**

Students will relate concepts to everyday life and explain that relation related to health and pathology (SLO #7).

## **Outcome Strategy**

Students will work in pairs to complete a Case Study. Students will write a lab report that will be graded mechanics, structure, content, logic, and depth of content following a format given (title, abstract, introduction, materials & methods, results & conclusion). Empirical Quantitative data will be analyzed. Essential information will be identified. Students will diagnose a patient with written justification applying the measurement principles to this new situation and describe how they came to the diagnosis. Group work will be graded on participation, performance & sharing of work.

## **Outcome Method**

A scoring rubric will be used to evaluate the following:

Critical Thinking - the impact of each clue/hint and it's role in identifying their pathology and diagnosis.

Communication - grammar, syntax, proper terminology, and structure

Empirical & Quantitative - problem solving, decision making regarding significant measurements and making conclusions in identifying their pathology and diagnosis.

Teamwork - participation, performance, and sharing of tasks. This will be given following the completion of the urinary system.

This will be given following the completion of the urinary system.

## **Outcome Criterion**

70% of students will have a rating on the scoring rubric of 'average' or higher (60 or higher) on each portion of the rubric.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success

Empirical and Quantitative Skills - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

This student learning outcome directly relates to the students' ability to demonstrate, Critical Thinking Communication, Empirical & Quantitative, and Teamwork skills as they are expected to provide written documentation supporting and justifying their diagnosis using given information and will be evaluated.

Critical Thinking - production of a product, problem solving, applying principles, connecting ideas, specifying goals

Communication - Mechanics, structure, connection, logic, and accuracy

Empirical & Quantitative - Problem solving, identifying essential information, use of



quantitative information, reaching conclusion  
Teamwork - Participation, performance, and sharing of tasks.

### **Outcome Results**

Only 11 students from one section of Biol 2404 were assessed. Four sections with 89 students representing all campuses which offer Biol 2404 could have been assessed. 100% of assessed students were successful, but our goal was not met when so few students were assessed.

### **Outcome Distance Learning Results**

11 students from one section of Biol 2404 were assessed. Two sections with 49 internet students could have been assessed. 100% of the assessed students were successful, but the goal was not met when so few students were assessed.

### **Planned Improvement as an Outcome Result**

Because fewer sections of Biol 2404 are offered, all sections on all campuses need to be assessed. We are also raising our standard for success.

### **Planned Distance Learning Improvement as an Outcome Result**

Because fewer internet sections of Biol 2404 are offered, all sections on all campuses need to be assessed. We are also raising our standard for success.

# \*BIOL 2404 Introduction to Anatomy and Physiology Education

**Plan** FY15  
**Period:**

**Outcome** 7670  
**ID#:**

## **Outcome Description**

Students will relate concepts to everyday life and explain that relation related to health and pathology (SLO #7).

## **Outcome Strategy**

Students will work in pairs to complete a Case Study. Students will write a lab report that will be graded mechanics, structure, content, logic, and depth of content following a format given (title, abstract, introduction, materials & methods, results & conclusion). Empirical Quantitative data will be analyzed. Essential information will be identified. Students will diagnose a patient with written justification applying the measurement principles to this new situation and describe how they came to the diagnosis. Group work will be graded on participation, performance & sharing of work.

## **Outcome Method**

A scoring rubric will be used to evaluate the following:

Critical Thinking - the impact of each clue/hint and it's role in identifying their pathology and diagnosis.

Communication - grammar, syntax, proper terminology, and structure

Empirical & Quantitative - problem solving, decision making regarding significant measurements and making conclusions in identifying their pathology and diagnosis.

Teamwork - participation, performance, and sharing of tasks. This will be given following the completion of the urinary system.

This will be given following the completion of the urinary system.

## **Outcome Criterion**

70% of students will have a rating on the scoring rubric of 'average' or higher (60 or higher) on each portion of the rubric.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success

Teamwork - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

This student learning outcome directly relates to the students' ability to demonstrate, Critical Thinking Communication, Empirical & Quantitative, and Teamwork skills as they are expected to provide written documentation supporting and justifying their diagnosis using given information and will be evaluated.

Critical Thinking - production of a product, problem solving, applying principles, connecting ideas, specifying goals

Communication - Mechanics, structure, connection, logic, and accuracy

Empirical & Quantitative - Problem solving, identifying essential information, use of

quantitative information, reaching conclusion  
Teamwork - Participation, performance, and sharing of tasks.

### **Outcome Results**

Only 11 students from one section of Biol 2404 were assessed. Four sections with 89 students representing all campuses which offer Biol 2404 could have been assessed. 100% of assessed students were successful, but our goal was not met when so few students were assessed.

### **Outcome Distance Learning Results**

11 students from one section of Biol 2404 were assessed. Two sections with 49 internet students could have been assessed. 100% of the assessed students were successful, but the goal was not met when so few students were assessed.

### **Planned Improvement as an Outcome Result**

Because fewer sections of Biol 2404 are offered, all sections on all campuses need to be assessed. We are also raising our standard for success.

### **Planned Distance Learning Improvement as an Outcome Result**

Because fewer internet sections of Biol 2404 are offered, all sections on all campuses need to be assessed. We are also raising our standard for success.

## \*BIOL 2421 Microbiology Education

**Plan** FY15 **Outcome** 7671  
**Period:** **ID#:**

### **Outcome Description**

Students will apply scientific reasoning to investigate questions and utilize scientific tools such as microscopes and laboratory equipment to collect and analyze data. (SLO #9)

### **Outcome Strategy**

Students will work in small groups (TW) to apply the principles of microscopy functionally to the components of the microscopes and their relationship to relative magnification, resolution, inversion, depth of field, focal plane, and contrast. (CT) Students will determine the actual size of a specimen utilizing stage micrometer/ruler or field of view (EQ). Students will generate a written portfolio (CM) and graphically demonstrate (EQ) the relationship between microscopic samples analyzed in lab the main topic principles listed above. (CT)

### **Outcome Method**

Standardized laboratory reports will be collected from each student sometime during the semester and 50% will be randomly selected to be used to evaluate the successful completion of the core outcome. The assessment will be accomplished from the relevant section of the lab report. The instructor will assess the report based on achieving the outcome, data analysis, (CT,EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core objective to be compared across all classes. Successful completion is achieving a score of 60%.

### **Outcome Criterion**

At least 60% of students evaluated will attain mastery of the measured core outcome.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Critical Thinking Skills - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

This outcome directly relates to students' ability to engage in critical thinking, demonstrates communication skills, manipulate and analyze data, and work as a team. Principles of microscopy will be applied in the laboratory exercise for the student to collect data and analyze results in a group setting and the outcome of the exercise will be presented to the instructor for evaluation.

### **Outcome Results**

51 students, representing the only 2 sections of Biol 2421 offered in 2014-2015, were assessed. 76.5% were successful. We exceeded our goal.

**Outcome Distance Learning Results**

No online sections of Biol 2421 were offered in 2014-2015.

**Planned Improvement as an Outcome Result**

No changes, other than raising our standards for success are planned.

**Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standards for success are planned.

## \*BIOL 2421 Microbiology Education

**Plan** FY15 **Outcome** 7672  
**Period:** **ID#:**

### **Outcome Description**

Students will apply scientific reasoning to investigate questions and utilize scientific tools such as microscopes and laboratory equipment to collect and analyze data. (SLO #9)

### **Outcome Strategy**

Students will work in small groups (TW) to apply the principles of microscopy functionally to the components of the microscopes and their relationship to relative magnification, resolution, inversion, depth of field, focal plane, and contrast. (CT) Students will determine the actual size of a specimen utilizing stage micrometer/ruler or field of view (EQ). Students will generate a written portfolio (CM) and graphically demonstrate (EQ) the relationship between microscopic samples analyzed in lab the main topic principles listed above. (CT)

### **Outcome Method**

Standardized laboratory reports will be collected from each student sometime during the semester and 50% will be randomly selected to be used to evaluate the successful completion of the core outcome. The assessment will be accomplished from the relevant section of the lab report. The instructor will assess the report based on achieving the outcome, data analysis, (CT,EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core objective to be compared across all classes. Successful completion is achieving a score of 60%.

### **Outcome Criterion**

At least 60% of students evaluated will attain mastery of the measured core outcome.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Communication Skills - To include effective development, interpretation and expression of ideas through written, oral and visual communication

This outcome directly relates to students' ability to engage in critical thinking, demonstrates communication skills, manipulate and analyze data, and work as a team. Principles of microscopy will be applied in the laboratory exercise for the student to collect data and analyze results in a group setting and the outcome of the exercise will be presented to the instructor for evaluation.

### **Outcome Results**

51 students, representing the only 2 sections of Biol 2421 offered in 2014-2015, were assessed. 78.4% were successful. We exceeded our goal.

**Outcome Distance Learning Results**

No online section of Biol 2421 was offered in 2014-2015.

**Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

**Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

## \*BIOL 2421 Microbiology Education

**Plan** FY15 **Outcome** 7673  
**Period:** **ID#:**

### **Outcome Description**

Students will apply scientific reasoning to investigate questions and utilize scientific tools such as microscopes and laboratory equipment to collect and analyze data. (SLO #9)

### **Outcome Strategy**

Students will work in small groups (TW) to apply the principles of microscopy functionally to the components of the microscopes and their relationship to relative magnification, resolution, inversion, depth of field, focal plane, and contrast. (CT) Students will determine the actual size of a specimen utilizing stage micrometer/ruler or field of view (EQ). Students will generate a written portfolio (CM) and graphically demonstrate (EQ) the relationship between microscopic samples analyzed in lab the main topic principles listed above. (CT)

### **Outcome Method**

Standardized laboratory reports will be collected from each student sometime during the semester and 50% will be randomly selected to be used to evaluate the successful completion of the core outcome. The assessment will be accomplished from the relevant section of the lab report. The instructor will assess the report based on achieving the outcome, data analysis, (CT,EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core objective to be compared across all classes. Successful completion is achieving a score of 60%.

### **Outcome Criterion**

At least 60% of students evaluated will attain mastery of the measured core outcome.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Empirical and Quantitative Skills - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

This outcome directly relates to students' ability to engage in critical thinking, demonstrates communication skills, manipulate and analyze data, and work as a team. Principles of microscopy will be applied in the laboratory exercise for the student to collect data and analyze results in a group setting and the outcome of the exercise will be presented to the instructor for evaluation.

### **Outcome Results**



51 students, representing the only 2 sections of Biol 2421 offered in 2014-2015, were assessed. 56.9% were successful. We did not meet our goal.

### **Outcome Distance Learning Results**

No sections of online Biol 2421 were offered in 2014-2015.

### **Planned Improvement as an Outcome Result**

Although these students were very successful in communication, critical thinking, and teamwork, they were not successful at empirical and quantitative reasoning. Some of the students were misplaced into the majors Microbiology course and did not have the pre-requisites indicated for the course. One change may be indicated: correctly advise students who may be nursing majors to take Biol 2420 instead of Biol 2421. We raised the standard for success in FY16 before this lack of success in FY15 was calculated.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standards for success, are planned.

## \*BIOL 2421 Microbiology Education

**Plan** FY15 **Outcome** 7674  
**Period:** **ID#:**

### **Outcome Description**

Students will apply scientific reasoning to investigate questions and utilize scientific tools such as microscopes and laboratory equipment to collect and analyze data. (SLO #9)

### **Outcome Strategy**

Students will work in small groups (TW) to apply the principles of microscopy functionally to the components of the microscopes and their relationship to relative magnification, resolution, inversion, depth of field, focal plane, and contrast. (CT) Students will determine the actual size of a specimen utilizing stage micrometer/ruler or field of view (EQ). Students will generate a written portfolio (CM) and graphically demonstrate (EQ) the relationship between microscopic samples analyzed in lab the main topic principles listed above. (CT)

### **Outcome Method**

Standardized laboratory reports will be collected from each student sometime during the semester and 50% will be randomly selected to be used to evaluate the successful completion of the core outcome. The assessment will be accomplished from the relevant section of the lab report. The instructor will assess the report based on achieving the outcome, data analysis, (CT,EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core objective to be compared across all classes. Successful completion is achieving a score of 60%.

### **Outcome Criterion**

At least 60% of students evaluated will attain mastery of the measured core outcome.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Teamwork - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

This outcome directly relates to students' ability to engage in critical thinking, demonstrates communication skills, manipulate and analyze data, and work as a team. Principles of microscopy will be applied in the laboratory exercise for the student to collect data and analyze results in a group setting and the outcome of the exercise will be presented to the instructor for evaluation.

### **Outcome Results**

51 students, representing the only 2 sections of Biol 2421 offered in 2014-2015, were assessed. 84.3% were successful. We exceeded our goal.

**Outcome Distance Learning Results**

No online sections of Biol 2421 were offered in 2014-2015.

**Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

**Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.



**Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

## \*CHEM 1405 Introduction to Chemistry I Education

**Plan** FY15 **Outcome** 7680  
**Period:** **ID#:**

### **Outcome Description**

The student will apply scientific theories to analyze data and report their results.

### **Outcome Strategy**

The students will work in small groups (TW) to carry out or conduct an experiment applying theory from the textbook or lecture (CT) and evaluate the reasonableness of their results (EQ). An oral or written presentation (CM) will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed.

### **Outcome Method**

Experimental reports will be used to evaluate the successful completion of the core objectives. The assessment will be accomplished from the relevant section of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT, EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core objective to be compared across all classes. Successful completion is achieving a score of 60%.

### **Outcome Criterion**

At least 60% of students evaluated will attain mastery of the measured core objective.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Communication Skills - To include effective development, interpretation and expression of ideas through written, oral and visual communication.

COM 5 is applicable.

### **Outcome Results**

65 students, representing 5 sections of Chem 1405 and 2 of 3 campuses offering Chem 1405 in 2014-2015, were assessed. 93.9% were successful at the CORE Objective of Communication. We exceeded our goal.

### **Outcome Distance Learning Results**

26 students, representing 2 sections of Chem 1405 and both campuses offering Chem 1405 online in 2014-2015, were assessed. 100% were successful at the CORE Objective of Communication. We exceeded our goal.

### **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

**Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

## \*CHEM 1405 Introduction to Chemistry I Education

**Plan** FY15 **Outcome** 7681  
**Period:** **ID#:**

### **Outcome Description**

The student will apply scientific theories to analyze data and report their results.

### **Outcome Strategy**

The students will work in small groups (TW) to carry out or conduct an experiment applying theory from the textbook or lecture (CT) and evaluate the reasonableness of their results (EQ). An oral or written presentation (CM) will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed.

### **Outcome Method**

Experimental reports will be used to evaluate the successful completion of the core objectives. The assessment will be accomplished from the relevant section of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT, EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core objective to be compared across all classes. Successful completion is achieving a score of 60%.

### **Outcome Criterion**

At least 60% of students evaluated will attain mastery of the measured core objective.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Empirical and Quantitative Skills - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

EQ1 and EQ2 are applicable.

### **Outcome Results**

65 students, representing 5 sections of Chem 1405 and 2 of 3 campuses offering Chem 1405 in 2014-2015, were assessed. 87.7% were successful at the CORE Objective of Empirical & Quantitative Reasoning. We exceeded our goal.

### **Outcome Distance Learning Results**

26 students, representing 2 sections of Chem 1405 online and both campuses offering Chem 1405 online in 2014-2015, were assessed. 100% were successful at the CORE Objective of Empirical & Quantitative Reasoning. We exceeded our goal.

### **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.



**Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

## \*CHEM 1405 Introduction to Chemistry I Education

**Plan** FY15 **Outcome** 7682  
**Period:** **ID#:**

### **Outcome Description**

The student will apply scientific theories to analyze data and report their results.

### **Outcome Strategy**

The students will work in small groups (TW) to carry out or conduct an experiment applying theory from the textbook or lecture (CT) and evaluate the reasonableness of their results (EQ). An oral or written presentation (CM) will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed.

### **Outcome Method**

Experimental reports will be used to evaluate the successful completion of the core objectives. The assessment will be accomplished from the relevant section of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT, EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core objective to be compared across all classes. Successful completion is achieving a score of 60%.

### **Outcome Criterion**

At least 60% of students evaluated will attain mastery of the measured core objective.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Teamwork - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

TW2 is applicable.

### **Outcome Results**

65 students, representing 5 sections of Chem 1405 and 2 of 3 campuses offering Chem 1405 in 2014-2015, were assessed. 83.1% were successful in the CORE Objective of Teamwork. We exceeded our goal.

### **Outcome Distance Learning Results**

26 students, representing 2 sections of Chem 1405 and both campuses offering Chem 1405 in 2014-2015, were assessed. 100% were successful in the CORE Objective of Teamwork. We exceeded our goal.

### **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

**Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

## \*CHEM 1408 Introduction to Chemistry II (Allied Emphasis) Education

**Plan** FY15 **Outcome** 7691  
**Period:** **ID#:**

### **Outcome Description**

The student will apply scientific theories to analyze data and report their results.

### **Outcome Strategy**

The students will work in small groups (TW) to carry out or conduct an experiment applying theory from the textbook or lecture (CT) and evaluate the reasonableness of their results (EQ). An oral or written presentation (CM) will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed.

### **Outcome Method**

Experimental reports will be used to evaluate the successful completion of the core objectives. The assessment will be accomplished from the relevant section of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT, EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core objective to be compared across all classes. Successful completion is achieving a score of 60%.

### **Outcome Criterion**

At least 60% of students evaluated will attain mastery of the measured core objective.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Critical Thinking Skills - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

CT1, CT2, and CT3 are applicable.

### **Outcome Results**

No sections of Chem 1408 were offered in Fall 2014, when the assessments were made.

### **Outcome Distance Learning Results**

No sections of Chem 1408 were offered in Fall 2014, when the assessments were made.

### **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

**Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

## \*CHEM 1408 Introduction to Chemistry II (Allied Emphasis) Education

**Plan** FY15 **Outcome** 7692  
**Period:** **ID#:**

### **Outcome Description**

The student will apply scientific theories to analyze data and report their results.

### **Outcome Strategy**

The students will work in small groups (TW) to carry out or conduct an experiment applying theory from the textbook or lecture (CT) and evaluate the reasonableness of their results (EQ). An oral or written presentation (CM) will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed.

### **Outcome Method**

Experimental reports will be used to evaluate the successful completion of the core objectives. The assessment will be accomplished from the relevant section of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT, EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core objective to be compared across all classes. Successful completion is achieving a score of 60%.

### **Outcome Criterion**

At least 60% of students evaluated will attain mastery of the measured core objective.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Communication Skills - To include effective development, interpretation and expression of ideas through written, oral and visual communication.

COM5 is applicable.

### **Outcome Results**

No sections of Chem 1408 were offered in Fall 2014, when assessments were made.

### **Outcome Distance Learning Results**

No sections of Chem 1408 were offered in Fall 2014, when assessments were made.

### **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

## \*CHEM 1408 Introduction to Chemistry II (Allied Emphasis) Education

**Plan** FY15 **Outcome** 7693  
**Period:** **ID#:**

### **Outcome Description**

The student will apply scientific theories to analyze data and report their results.

### **Outcome Strategy**

The students will work in small groups (TW) to carry out or conduct an experiment applying theory from the textbook or lecture (CT) and evaluate the reasonableness of their results (EQ). An oral or written presentation (CM) will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed.

### **Outcome Method**

Experimental reports will be used to evaluate the successful completion of the core objectives. The assessment will be accomplished from the relevant section of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT, EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core objective to be compared across all classes. Successful completion is achieving a score of 60%.

### **Outcome Criterion**

At least 60% of students evaluated will attain mastery of the measured core objective.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Empirical and Quantitative Skills - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

EQ1 and EQ3 are applicable.

### **Outcome Results**

No sections of Chem 1408 were offered in Fall 2014, when the assessments were made.

### **Outcome Distance Learning Results**

No sections of Chem 1408 were offered in Fall 2014, when the assessments were made.

### **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.





## \*CHEM 1408 Introduction to Chemistry II (Allied Emphasis) Education

**Plan** FY15 **Outcome** 7694  
**Period:** **ID#:**

### **Outcome Description**

The student will apply scientific theories to analyze data and report their results.

### **Outcome Strategy**

The students will work in small groups (TW) to carry out or conduct an experiment applying theory from the textbook or lecture (CT) and evaluate the reasonableness of their results (EQ). An oral or written presentation (CM) will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed.

### **Outcome Method**

Experimental reports will be used to evaluate the successful completion of the core objectives. The assessment will be accomplished from the relevant section of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT, EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core objective to be compared across all classes. Successful completion is achieving a score of 60%.

### **Outcome Criterion**

At least 60% of students evaluated will attain mastery of the measured core objective.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Teamwork - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

TW2 is applicable.

### **Outcome Results**

No sections of Chem 1408 were offered in Fall 2014, when the assessments were made.

### **Outcome Distance Learning Results**

No sections of Chem 1408 were offered in Fall 2014, when the assessments were made.

### **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

## \*CHEM 1411 General Chemistry I Education

**Plan** FY15 **Outcome** 7695  
**Period:** **ID#:**

### **Outcome Description**

The student will apply scientific theories to analyze data and report their results.

### **Outcome Strategy**

The students will work in small groups (TW) to carry out or conduct an experiment applying theory from the textbook or lecture (CT) and evaluate the reasonableness of their results (EQ). An oral or written presentation (CM) will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed.

### **Outcome Method**

Experimental reports will be used to evaluate the successful completion of the core objectives. The assessment will be accomplished from the relevant section of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT, EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core objective to be compared across all classes. Successful completion is achieving a score of 60%.

### **Outcome Criterion**

At least 60% of students evaluated will attain mastery of the measured core objective.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Critical Thinking Skills - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

CT1, CT2, and CT3 are applicable.

### **Outcome Results**

126 students, representing all 7 sections of Chem 1411 offered in Fall 2014 and 2 sections offered in Spring 2015, were assessed. 96.8% were successful at the CORE Objective of Critical Thinking. We exceeded our goal.

### **Outcome Distance Learning Results**

33 students, representing the only online section of Chem 1311 offered in Fall 2014, were assessed. 100% were successful at the CORE Objective of Critical Thinking. We exceeded our goal.

### **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

**Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

## \*CHEM 1411 General Chemistry I Education

**Plan** FY15 **Outcome** 7696  
**Period:** **ID#:**

### **Outcome Description**

The student will apply scientific theories to analyze data and report their results.

### **Outcome Strategy**

The students will work in small groups (TW) to carry out or conduct an experiment applying theory from the textbook or lecture (CT) and evaluate the reasonableness of their results (EQ). An oral or written presentation (CM) will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed.

### **Outcome Method**

Experimental reports will be used to evaluate the successful completion of the core objectives. The assessment will be accomplished from the relevant section of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT, EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core objective to be compared across all classes. Successful completion is achieving a score of 60%.

### **Outcome Criterion**

At least 60% of students evaluated will attain mastery of the measured core objective.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Communication Skills - To include effective development, interpretation and expression of ideas through written, oral and visual communication.

COM5 is applicable.

### **Outcome Results**

126 students, representing all 7 sections of Chem 1411 offered in Fall 2014 and 2 sections offered in Spring 2015, were assessed. 95.2% were successful at the CORE Objective of Communication. We exceeded our goal.

### **Outcome Distance Learning Results**

33 students, representing the only online section of Chem 1311 offered in Fall 2014, were assessed. 100% were successful at the CORE Objective of Communication. We exceeded our goal.

### **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

**Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

## \*CHEM 1411 General Chemistry I Education

**Plan** FY15 **Outcome** 7697  
**Period:** **ID#:**

### **Outcome Description**

The student will apply scientific theories to analyze data and report their results.

### **Outcome Strategy**

The students will work in small groups (TW) to carry out or conduct an experiment applying theory from the textbook or lecture (CT) and evaluate the reasonableness of their results (EQ). An oral or written presentation (CM) will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed.

### **Outcome Method**

Experimental reports will be used to evaluate the successful completion of the core objectives. The assessment will be accomplished from the relevant section of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT, EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core objective to be compared across all classes. Successful completion is achieving a score of 60%.

### **Outcome Criterion**

At least 60% of students evaluated will attain mastery of the measured core objective.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Empirical and Quantitative Skills - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

EQ1 and EQ3 are applicable.

### **Outcome Results**

126 students, representing all 7 sections of Chem 1411 offered in Fall 2014 and 2 sections offered in Spring 2015, were assessed. 95.2% were successful at the CORE Objective of Empirical & Quantitative Reasoning. We exceeded our goal.

### **Outcome Distance Learning Results**

33 students, representing the only online section of Chem 1311 offered in Fall 2014, were assessed. 100% were successful at the CORE Objective of Empirical & Quantitative Reasoning. We exceeded our goal.

### **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

**Planned Distance Learning Improvement as an  
Outcome Result**

No changes, other than raising our standard for success, are planned.

## \*CHEM 1411 General Chemistry I Education

**Plan** FY15 **Outcome** 7698  
**Period:** **ID#:**

### **Outcome Description**

The student will apply scientific theories to analyze data and report their results.

### **Outcome Strategy**

The students will work in small groups (TW) to carry out or conduct an experiment applying theory from the textbook or lecture (CT) and evaluate the reasonableness of their results (EQ). An oral or written presentation (CM) will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed.

### **Outcome Method**

Experimental reports will be used to evaluate the successful completion of the core objectives. The assessment will be accomplished from the relevant section of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT, EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core objective to be compared across all classes. Successful completion is achieving a score of 60%.

### **Outcome Criterion**

At least 60% of students evaluated will attain mastery of the measured core objective.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Teamwork - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

TW2 is applicable.

### **Outcome Results**

126 students, representing all 7 sections of Chem 1411 offered in Fall 2014 and 2 sections offered in Spring 2015, were assessed. 94.4% were successful at the CORE Objective of Teamwork. We exceeded our goal.

### **Outcome Distance Learning Results**

33 students, representing the only online section of Chem 1311 offered in Fall 2014, were assessed. 100% were successful at the CORE Objective of Teamwork. We exceeded our goal.

### **Planned Improvement as an Outcome Result**



No changes, other than raising our standard for success, are planned.

**Planned Distance Learning Improvement as an  
Outcome Result**

No changes, other than raising our standard for success, are planned.



No changes, other than raising our standard for success, are planned. Instructors will evaluate Chem 2412 in Spring 2016.

**Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned. Instructors will evaluate Chem 2412 in Spring 2016.

## \*CHEM 1412 General Chemistry II Education

**Plan** FY15 **Outcome** 7700  
**Period:** **ID#:**

### **Outcome Description**

The student will apply scientific theories to analyze data and report their results.

### **Outcome Strategy**

The students will work in small groups (TW) to carry out or conduct an experiment applying theory from the textbook or lecture (CT) and evaluate the reasonableness of their results (EQ). An oral or written presentation (CM) will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed.

### **Outcome Method**

Experimental reports will be used to evaluate the successful completion of the core objectives. The assessment will be accomplished from the relevant section of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT, EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core objective to be compared across all classes. Successful completion is achieving a score of 60%.

### **Outcome Criterion**

At least 60% of students evaluated will attain mastery of the measured core objective.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Communication Skills - To include effective development, interpretation and expression of ideas through written, oral and visual communication.

COM 5 is applicable.

### **Outcome Results**

No sections of Chem 2412 were offered in Fall 2014, when assessments were done.

### **Outcome Distance Learning Results**

No sections of Chem 2412 were offered in Fall 2014, when assessments were done.

### **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned. Instructors will evaluate Chem 2412 in Spring 2016.

**Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned. Instructors will evaluate Chem 2412 in Spring 2016.



**Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned. Instructors will evaluate Chem 2412 in Spring 2016.





No changes, other than raising our standard for success, are planned. Instructors will evaluate Chem 2412 in Spring 2016.

**Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned. Instructors will evaluate Chem 2412 in Spring 2016.

## \*CHEM 2423 Organic Chemistry I Education

**Plan** FY15 **Outcome** 7703  
**Period:** **ID#:**

### **Outcome Description**

The student will apply scientific theories to analyze data and report their results.

### **Outcome Strategy**

The students will work in small groups (TW) to carry out or conduct an experiment applying theory from the textbook or lecture (CT) and evaluate the reasonableness of their results (EQ). An oral or written presentation (CM) will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed.

### **Outcome Method**

Experimental reports will be used to evaluate the successful completion of the core objectives. The assessment will be accomplished from the relevant section of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT, EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core objective to be compared across all classes. Successful completion is achieving a score of 60%.

### **Outcome Criterion**

At least 60% of students evaluated will attain mastery of the measured core objective.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

CT1, CT2, and CT3 are applicable.

### **Outcome Results**

4 students, representing one section of Chem 2423, were assessed. 75% were successful. We exceeded our goal.

### **Outcome Distance Learning Results**

No online section of Chem 2423 was offered.

### **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

## \*CHEM 2423 Organic Chemistry I Education

**Plan** FY15 **Outcome** 7704  
**Period:** **ID#:**

### **Outcome Description**

The student will apply scientific theories to analyze data and report their results.

### **Outcome Strategy**

The students will work in small groups (TW) to carry out or conduct an experiment applying theory from the textbook or lecture (CT) and evaluate the reasonableness of their results (EQ). An oral or written presentation (CM) will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed.

### **Outcome Method**

Experimental reports will be used to evaluate the successful completion of the core objectives. The assessment will be accomplished from the relevant section of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT, EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core objective to be compared across all classes. Successful completion is achieving a score of 60%.

### **Outcome Criterion**

At least 60% of students evaluated will attain mastery of the measured core objective.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

COM5 is applicable.

### **Outcome Results**

4 students, representing one section of Chem 2423, were assessed. 75% were successful. We exceeded our goal.

### **Outcome Distance Learning Results**

No online sections of Chem 2423 were offered.

### **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

## \*CHEM 2423 Organic Chemistry I Education

**Plan** FY15 **Outcome** 7705  
**Period:** **ID#:**

### **Outcome Description**

The student will apply scientific theories to analyze data and report their results.

### **Outcome Strategy**

The students will work in small groups (TW) to carry out or conduct an experiment applying theory from the textbook or lecture (CT) and evaluate the reasonableness of their results (EQ). An oral or written presentation (CM) will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed.

### **Outcome Method**

Experimental reports will be used to evaluate the successful completion of the core objectives. The assessment will be accomplished from the relevant section of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT, EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core objective to be compared across all classes. Successful completion is achieving a score of 60%.

### **Outcome Criterion**

At least 60% of students evaluated will attain mastery of the measured core objective.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

EQ1 and EQ3 are applicable.

### **Outcome Results**

4 students, representing one section of Chem 2423, were assessed. 75% were successful. We exceeded our goal.

### **Outcome Distance Learning Results**

No online section of Chem 2423 was offered.

### **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

## \*CHEM 2423 Organic Chemistry I Education

**Plan** FY15 **Outcome** 7706  
**Period:** **ID#:**

### **Outcome Description**

The student will apply scientific theories to analyze data and report their results.

### **Outcome Strategy**

The students will work in small groups (TW) to carry out or conduct an experiment applying theory from the textbook or lecture (CT) and evaluate the reasonableness of their results (EQ). An oral or written presentation (CM) will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed.

### **Outcome Method**

Experimental reports will be used to evaluate the successful completion of the core objectives. The assessment will be accomplished from the relevant section of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT, EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core objective to be compared across all classes. Successful completion is achieving a score of 60%.

### **Outcome Criterion**

At least 60% of students evaluated will attain mastery of the measured core objective.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

TW2 is applicable.

### **Outcome Results**

4 students, representing one section of Chem 2423, were assessed. 75% were successful. We exceeded our goal.

### **Outcome Distance Learning Results**

No online section of Chem 2423 was offered.

### **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.



## \*CHEM 2425 Organic Chemistry II Education

**Plan** FY15 **Outcome** 7708  
**Period:** **ID#:**

### **Outcome Description**

The student will apply scientific theories to analyze data and report their results.

### **Outcome Strategy**

The students will work in small groups (TW) to carry out or conduct an experiment applying theory from the textbook or lecture (CT) and evaluate the reasonableness of their results (EQ). An oral or written presentation (CM) will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed.

### **Outcome Method**

Experimental reports will be used to evaluate the successful completion of the core objectives. The assessment will be accomplished from the relevant section of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT, EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core objective to be compared across all classes. Successful completion is achieving a score of 60%.

### **Outcome Criterion**

At least 60% of students evaluated will attain mastery of the measured core objective.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

COM5 is applicable.

### **Outcome Results**

No sections of Chem 2425 were offered in Fall 2014, when assessments were made.

### **Outcome Distance Learning Results**

No online sections of Chem 2425 were offered.

### **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned. However, instructors will evaluate Chem 2425 in Spring 2016.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned. However, instructors will evaluate Chem 2425 in Spring 2016.

## \*CHEM 2425 Organic Chemistry II Education

**Plan** FY15 **Outcome** 7709  
**Period:** **ID#:**

### **Outcome Description**

The student will apply scientific theories to analyze data and report their results.

### **Outcome Strategy**

The students will work in small groups (TW) to carry out or conduct an experiment applying theory from the textbook or lecture (CT) and evaluate the reasonableness of their results (EQ). An oral or written presentation (CM) will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed.

### **Outcome Method**

Experimental reports will be used to evaluate the successful completion of the core objectives. The assessment will be accomplished from the relevant section of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT, EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core objective to be compared across all classes. Successful completion is achieving a score of 60%.

### **Outcome Criterion**

At least 60% of students evaluated will attain mastery of the measured core objective.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

EQ1 and EQ3 are applicable.

### **Outcome Results**

No sections of Chem 2425 were offered in Fall 2014, when assessments were made.

### **Outcome Distance Learning Results**

No online sections of Chem 2425 were offered.

### **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned. However, instructors will evaluate Chem 2425 in Spring 2016.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned. However, instructors will evaluate Chem 2425 in Spring 2016.



## \*CHEM 2425 Organic Chemistry II Education

**Plan** FY15  
**Period:**

**Outcome** 7710  
**ID#:**

### **Outcome Description**

The student will apply scientific theories to analyze data and report their results.

### **Outcome Strategy**

The students will work in small groups (TW) to carry out or conduct an experiment applying theory from the textbook or lecture (CT) and evaluate the reasonableness of their results (EQ). An oral or written presentation (CM) will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed.

### **Outcome Method**

Experimental reports will be used to evaluate the successful completion of the core objectives. The assessment will be accomplished from the relevant section of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT, EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core objective to be compared across all classes. Successful completion is achieving a score of 60%.

### **Outcome Criterion**

At least 60% of students evaluated will attain mastery of the measured core objective.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

TW2 is applicable.

### **Outcome Results**

No sections of Chem 2425 were offered in Fall 2014, when assessments were made.

### **Outcome Distance Learning Results**

No online sections of Chem 2425 were offered.

### **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned. However, instructors will evaluate Chem 2425 in Spring 2016.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned. However, instructors will evaluate Chem 2425 in Spring 2016.

## \*DRAM 1310 Theater Appreciation Education

**Plan** FY15  
**Period:**

**Outcome** 7793  
**ID#:**

### **Outcome Description**

Students will be able to define theatre and its role within society, demonstrate a clear understanding of how theatrical performances are created both in and out of a traditional theatre environment, show a better understanding of the collaborative process and working together to achieve a common goal, and justify their thoughts and opinion on a performance using specific examples to illustrate their points and defend their arguments.

### **Outcome Strategy**

Class discussions, lectures, outside readings, and viewing of live and recorded plays will be used to expose students not only to the conventions and literature of theatre but also to the theatre's historical and contemporary connections to the society /culture in which it was/is created.

### **Outcome Method**

Students will support the arts by attending a public performances and will submit an analysis of the performance.

### **Outcome Criterion**

The following criterion are based on the students who submit a critique:

SR: 100 % of the students will achieve 100% of the points available on the social responsibility portion of the rubric due to their attendance of the theatrical performance

COMM: 75% of the students will achieve a minimum of 75% of the points available on the communication portion of the rubric, based on effective application of writing skills in the analysis

CT: 70% of the students will achieve a minimum of 75% of the points available on the critical thinking portion of the rubric, based on their ability to support their critical analysis and opinion of the performance

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Critical Thinking - Students will be required to think creatively by researching and applying the language of theatre in an analysis of a theatrical performance. They must synthesize the data in order to draw conclusions about each the performance.

Communication - Students will be expected to effectively development, interpret, and express their ideas through written communication in their analyses.

Social Responsibility-Students will be provided the opportunity to enhance their

intercultural competence as they explore various theatrical works and employ their civic responsibility to participate in opportunities to engage in their community's fine arts offerings.

### **Outcome Results**

The following criterion are based on the f2f students who submitted a critique:

SR: Goal was that 100 % of the students would achieve 100% of the points available on the social responsibility portion of the rubric  
Seventy-one percent successfully achieved this goal.

COMM: Goal was that 75% of the students would achieve a minimum of 75% of the points available on the communication portion of the rubric  
Eighty-one percent successfully achieved this goal.

CT: Goal was that 70% of the students would achieve a minimum of 75% of the points available on the critical thinking portion of the rubric  
Seventy-nine percent successfully achieved this goal.

### **Outcome Distance Learning Results**

The following criterion are based on the distance students who submitted a critique:

SR: Goal was that 100 % of the students would achieve 100% of the points available on the social responsibility portion of the rubric  
Sixty-six percent successfully achieved this goal.

COMM: Goal was that 75% of the students would achieve a minimum of 75% of the points available on the communication portion of the rubric  
Sixty-eight percent successfully achieved this goal.

CT: Goal was that 70% of the students would achieve a minimum of 75% of the points available on the critical thinking portion of the rubric  
Sixty-eight percent successfully achieved this goal.

### **Planned Improvement as an Outcome Result**

With the exception of the social responsibility objective, students were successful in meeting all objectives.

There will be some discussion on engaging students and motivating them to participate in the SR activity in order to meet the outcome.

### **Planned Distance Learning Improvement as an Outcome Result**

Distance students fared poorly with these objectives. There will be discussion on how to better engage and motivate students to participate in the activities that meet these outcomes.

## \*DRAM 1310 Theater Appreciation Education

**Plan** FY15 **Outcome** 7794  
**Period:** **ID#:**

### **Outcome Description**

Students will be able to define theatre and its role within society, demonstrate a clear understanding of how theatrical performances are created both in and out of a traditional theatre environment, show a better understanding of the collaborative process and working together to achieve a common goal, and justify their thoughts and opinion on a performance using specific examples to illustrate their points and defend their arguments.

### **Outcome Strategy**

Class discussions, lectures, outside readings, and viewing of live and recorded plays will be used to expose students not only to the conventions and literature of theatre but also to the theatre's historical and contemporary connections to the society /culture in which it was/is created.

### **Outcome Method**

Students' participation in the group assignment will be assessed using a rubric. The components of the rubric will evaluate their participation in and commitment to fulfilling the group's goals.

### **Outcome Criterion**

Students who participate in the group activity will score the following on the teamwork element of the scoring rubric:

Teamwork- 70% will score at least 75% of the available points for this element by effectively working with group members to achieve the group's goal.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Teamwork- Students must be able to consider different points of view as they evaluate each other's perspectives and application of theatrical elements discovered through class discussion as they work together to achieve the group's goal of analyzing a particular theatrical presentation.

### **Outcome Results**

F2f students who participated in the group activity will score the following on the teamwork element of the scoring rubric:

Teamwork- Goal is that 70% will score at least 75% of the available points for this element. Ninety-six percent were successful in meeting this goal.

### **Outcome Distance Learning Results**

Distance students who participated in the group activity will score the following on the teamwork element of the scoring rubric:

Teamwork- Goal is that 70% will score at least 75% of the available points for this element  
Sixty-eight percent were successful in meeting this goal.

**Planned Improvement as an Outcome  
Result**

No significant changes are being considered at this time.

**Planned Distance Learning Improvement as an  
Outcome Result**

There will be discussion on how to engage students and motivate them to participate in this activity in order to fulfill the objective.

## \*DRAM 2366 Development of the Motion Picture Education

**Plan** FY15  
**Period:**

**Outcome** 7784  
**ID#:**

### **Outcome Description**

Students will be able to describe the film industry as an art form and a creative expression.

### **Outcome Strategy**

Through class discussion, individual research, and group viewings of relevant films, student will explore the creative techniques utilized in the creation of a film.

### **Outcome Method**

Students will complete a written critique that describes how the artist/work utilizes the major characteristics of the film industry and how it is considered creative expression.

### **Outcome Criterion**

Seventy-five percent of students who submit a critique will score 80%, or at least 20 points, on the communication section of the scoring rubric.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Communication-Students will be expected to effectively development, interpret, and express their ideas through written communication in their critique.

### **Outcome Results**

The goal was that 75% of f2f students who submit a critique will score 80%, or at least 20 points, on the communication section of the scoring rubric.  
Ninety-five percent succssfully achieved this goal.

### **Outcome Distance Learning Results**

The goal was that 75% of distance students who submit a critique will score 80%, or at least 20 points, on the communication section of the scoring rubric.  
Ninety-one percent successfully achieved this goal.

### **Planned Improvement as an Outcome Result**

No significant changes are being considered at this time.

### **Planned Distance Learning Improvement as an Outcome Result**

No significant changes are being considered at this time.

## \*DRAM 2366 Development of the Motion Picture Education

**Plan** FY15 **Outcome** 7785  
**Period:** **ID#:**

### **Outcome Description**

Students will be able to demonstrate teamwork strategies and effective team participation.

### **Outcome Strategy**

Through class discussion, individual research, and group viewings of relevant films, students will explore the contributions of contemporary filmmakers to the film industry.

### **Outcome Method**

Students will work in groups of two to four and will conduct a social/comparative analysis of a film director-s work.

### **Outcome Criterion**

Seventy-five percent of students who submit an analysis will score 80%, or at least 20 points, on the teamwork section of the scoring rubric that will assess their participation in group activities

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Teamwork- Students must be able to consider different points of view as they evaluate each other-s perspectives and apply theatrical elements to achieve the group's goal of analyzing a particular film.

### **Outcome Results**

The goal was that 75% of f2f students who submit an analysis will score 80%, or at least 20 points, on the teamwork section of the scoring rubric  
One hundred percent were successful in achieving this goal.

### **Outcome Distance Learning Results**

The goal was that 75% of distance students who submit an analysis will score 80%, or at least 20 points, on the teamwork section of the scoring rubric  
Ninety-one percent were successful in achieving this goal.

### **Planned Improvement as an Outcome Result**

No significant changes are being considered at this time.

### **Planned Distance Learning Improvement as an Outcome Result**

No significant changes are being considered at this time.

## \*DRAM 2366 Development of the Motion Picture Education

**Plan** FY15 **Outcome** 7786  
**Period:** **ID#:**

### **Outcome Description**

Students will be able to define the major social, cultural, technological, and economic considerations in the development of the film medium.

### **Outcome Strategy**

Through class viewings of selected films and class discussion, students will explore the contributions of contemporary filmmakers to the film industry and will learn to consider and describe the major societal and cultural shifts, technical innovation, and economic considerations of the film industry by writing a critique of films viewed in class.

### **Outcome Method**

Students- critiques of films will be assessed using a rubric

### **Outcome Criterion**

Seventy-five percent of students who submit at least one critique will score 80%, or at least 20 points, on the social responsibility section of the scoring rubric that will assess their ability to describe societal and cultural shifts, technical innovation, and economic considerations of the film.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Social responsibility - Students will be required to describe societal and cultural shifts, technical innovation, and economic considerations of a film.

### **Outcome Results**

The goal was that 75% of f2f students who submit at least one critique will score 80%, or at least 20 points, on the social responsibility section of the scoring rubric  
Ninety-one percent were successful in achieving this goal.

### **Outcome Distance Learning Results**

The goal was that 75% of distance students who submit at least one critique will score 80%, or at least 20 points, on the social responsibility section of the scoring rubric  
Eighty-nine percent were successful in achieving this goal.

### **Planned Improvement as an Outcome Result**

No significant changes are being considered at this time.

### **Planned Distance Learning Improvement as an Outcome Result**

No significant changes are being considered at this time.



## \*DRAM 2366 Development of the Motion Picture Education

**Plan** FY15 **Outcome** 7787  
**Period:** **ID#:**

### **Outcome Description**

Students will be able to define criteria for judging a film's effectiveness.

### **Outcome Strategy**

Through class viewings of selected films and class discussion, students will make connections between the various film practitioners and learn to analyze the elements of a film and compare the effectiveness of films based on the application of the elements.

### **Outcome Method**

Students will write a formal critique of a film production that expresses an argument expressing how effective film practitioners were in unifying the elements in the film.

### **Outcome Criterion**

Seventy-five percent of students who submit a formal critique will score 80%, or at least 20 points, on the critical thinking section of the scoring rubric that will assess their analysis of the unifying elements of the film using appropriate cinematic vocabulary.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Critical Thinking-Students will be required to think creatively by analyzing the application of various elements to determine their effectiveness. They must synthesize the data in order to draw conclusions and make choices.

### **Outcome Results**

The goal was that 75% of f2f students who submit a formal critique will score 80%, or at least 20 points, on the critical thinking section of the scoring rubric  
Ninety-five percent were successful in achieving this goal.

### **Outcome Distance Learning Results**

The goal was that 75% of distance students who submit a formal critique will score 80%, or at least 20 points, on the critical thinking section of the scoring rubric  
Ninety-three percent were successful in achieving this goal.

### **Planned Improvement as an Outcome Result**

No significant changes are being considered at this time.

### **Planned Distance Learning Improvement as an Outcome Result**

No significant changes are being considered at this time.

## \*ENGL 1301 Composition & Rhetoric Education

**Plan** FY15 **Outcome** 7623  
**Period:** **ID#:**

### **Outcome Description**

Demonstrate knowledge of individual and collaborative writing processes.

### **Outcome Strategy**

Students will work in groups to prepare a written report analyzing the data given and answering questions given. Papers will be graded for mechanics, structure, content, logic and accuracy. Teamwork will be evaluated for participation, synthesis of work and sharing work. Students are to self-analyze, link the class to real life, pursue activities to expand their knowledge, a plan of improvement and a topic of interest related to the topic.

### **Outcome Method**

Peer-reviewed research papers will be collected from each student near the end of the semester and will be evaluated for communication according to a rubric maintained on file.

### **Outcome Criterion**

60% of the students will demonstrate a passable level of competence in their peer-reviewed research paper.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

This outcome relates to students- ability to engage in communication, as developing ideas, crafting readable, grammatically and mechanically correct sentences, and writing with an operational awareness of audience expectations.

This outcome relates to students' ability to engage in critical thinking, as generating theses, finding relevant and accurate support for said theses, evaluating counterclaims and counter-support, and synthesizing various perspectives.

This outcome relates to students' ability to engage in teamwork, as subjecting peer's submissions to constructively critical review, offering feedback, and implementing feedback in the development of a final product for submission.

This outcome relates to students ability to demonstrate personal responsibility, as

handling source materials in keeping with legal and ethical bounds.

### **Outcome Results**

Peer-reviewed research papers were collected from each student near the end of the semester and were evaluated for communication according to a rubric maintained on file. 81.42% of the students were successful in this assessment. This data included all face to face and online English 1301 classes.

### **Outcome Distance Learning Results**

Peer-reviewed research papers were collected from each student near the end of the semester and were evaluated for communication according to a rubric maintained on file. 81.42% of the students were successful in this assessment. This data included all face to face and online English 1301 classes.

### **Planned Improvement as an Outcome Result**

No changes are needed at this time. More than 60% of the students demonstrated a passable level of competence in their peer-reviewed research paper.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes are needed at this time. More than 60% of the students demonstrated a passable level of competence in their peer-reviewed research paper.

## \*ENGL 1302 Composition & Literature Education

**Plan** FY15 **Outcome** 7624  
**Period:** **ID#:**

### **Outcome Description**

Demonstrate knowledge of individual and collaborative writing processes.

### **Outcome Strategy**

Students will work in groups to prepare a written report analyzing the data given and answering questions given. Papers will be graded for mechanics, structure, content, logic and accuracy. Teamwork will be evaluated for participation, synthesis of work and sharing work. Students are to self-analyze, link the class to real life, pursue activities to expand their knowledge, a plan of improvement and a topic of interest related to the topic.

### **Outcome Method**

Peer-reviewed research papers will be collected from each student near the end of the semester and will be evaluated for communication according to a rubric maintained on file.

### **Outcome Criterion**

60% of the students will demonstrate a passable level of competence in their peer-reviewed research paper.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

This outcome relates to students ability to engage in communication, as developing ideas, crafting readable, grammatically and mechanically correct sentences, and writing with an operational awareness of audience expectations.

This outcome relates to students ability to engage in critical thinking, as generating theses, finding relevant and accurate support for said theses, evaluating counterclaims and counter-support, and synthesizing various perspectives.

This outcome relates to students ability to engage in teamwork, as subjecting peers submissions to constructively critical review, offering feedback, and implementing feedback in the development of a final product for submission.

This outcome relates to students ability to demonstrate personal responsibility, as handling source materials in keeping with legal and ethical bounds.

### **Outcome Results**

Peer-reviewed research papers were collected from each student near the end of the semester and were evaluated for communication according to a rubric maintained on file. 78.6% passed the assessment based on the rubric on file.

**Outcome Distance Learning Results**

Peer-reviewed research papers were collected from each student near the end of the semester and were evaluated for communication according to a rubric maintained on file. 78.6% passed the assessment based on the rubric on file.

**Planned Improvement as an Outcome Result**

Changes are not needed due to the 60% benchmark was surpassed in all English 1302 classes.

**Planned Distance Learning Improvement as an Outcome Result**

Changes are not needed due to the 60% benchmark was surpassed in all English 1302 classes.

## \*ENGL 2311 Technical Writing Education

**Plan** FY15 **Outcome** 7638  
**Period:** **ID#:**

### **Outcome Description**

To understand the importance of cooperative and collaborative discussion leading to a group-generated document.

### **Outcome Strategy**

Interview a member of their team before beginning a group project. Prepare questions and write down their classmates answers without commenting on their own. Report their team members ideas to the group.

### **Outcome Method**

Peer-reviewed research papers will be collected from each student near the end of the semester and will be evaluated for teamwork according to the following rubric:

- 4 - Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.
- 3 - Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.
- 2 - Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.
- 1 - Engages team members by taking turns and listening to others without interrupting
- 0 - No attempt to engage team members demonstrated.

### **Outcome Criterion**

60% of the students will demonstrate a passable level of competence in their peer-reviewed research paper.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

This outcome relates to students ability to engage in teamwork, as subjecting peers submissions to constructively critical review, offering feedback, and implementing feedback in the development of a final product for submission.

### **Outcome Results**

To understand the importance of cooperative and collaborative discussion leading to a group-generated document, the students were to interview a member of their team before beginning a group project. Prepare questions and write down their classmates answers without commenting on their own. Report their team members ideas to the group. 100% demonstrated competency.

### **Outcome Distance Learning Results**

To understand the importance of cooperative and collaborative discussion leading to a group-generated document, the students were to interview a member of their team before beginning a group project. Prepare questions and write down their classmates answers without commenting on their own. Report their team members ideas to the group. 100% demonstrated competency.

**Planned Improvement as an Outcome Result**

There will be no changes made at this time.

**Planned Distance Learning Improvement as an Outcome Result**

There will be no changes made at this time.

## \*ENGL 2311 Technical Writing Education

**Plan** FY15 **Outcome** 7639  
**Period:** **ID#:**

### **Outcome Description**

Produce documents appropriate to audience, purpose, and genre.

### **Outcome Strategy**

Identify a school or community issue that currently needs to be addressed. Have students analyze the source of the problem and point out the citizens affected. Then, have the students write a memo to school or community leaders sharing their findings. Rewrite this memo for community members. Rewrite a third time for someone from another community who faces a similar problem. In small groups, read and evaluate the unique needs of each audience.

### **Outcome Method**

Peer-reviewed research papers will be collected from each student near the end of the semester and will be evaluated for communication according to the following rubric:

4 - Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error free.

3 - Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.

2 - Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.

1 - Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). Uses language that sometimes impedes meaning because of errors in usage.

0 - No attempt to meet audience expectations.

Peer-reviewed research papers will be collected from each student near the end of the semester and will be evaluated for critical thinking according to the following rubric:

4 - Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis). Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.

3 - Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis). Uses appropriate, relevant, and compelling content to explore ideas



within the context of the discipline and shape the whole work.

2 - Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue. Uses appropriate and relevant content to develop and explore ideas through most of the work.

1 - Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious. Uses appropriate and relevant content to develop simple ideas in some parts of the work.

0 - No appreciable attempt to engage in critical thinking skills demonstrated.

### **Outcome Criterion**

60% of the students will demonstrate a passable level of competence in their peer-reviewed research paper.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

This outcome relates to students ability to engage in communication, as developing ideas, crafting readable, grammatically and mechanically correct sentences, and writing with an operational awareness of audience expectations.

This outcome relates to students ability to engage in critical thinking, as generating theses, finding relevant and accurate support for said theses, evaluating counterclaims and counter-support, and synthesizing various perspectives.

### **Outcome Results**

Students were to identify a school or community issue that currently needs to be addressed. Students analyzed the source of the problem and pointed out the citizens affected. Then, the students wrote a memo to school or community leaders sharing their findings. They were to rewrite this memo for community members. Then, rewrite a third time for someone from another community who faces a similar problem. In small groups, they read and evaluated the unique needs of each audience. 83% were successful based on the rubric with this task.

### **Outcome Distance Learning Results**

Students were to identify a school or community issue that currently needs to be addressed. Students analyzed the source of the problem and pointed out the citizens affected. Then, the students wrote a memo to school or community leaders sharing their findings. They were to rewrite this memo for community members. Then, rewrite a third time for someone from another community who faces a similar problem. In small groups, they read and evaluated the unique needs of each audience. 83% were successful based on the rubric with this task.

### **Planned Improvement as an Outcome Result**

There are no changes needed based on the results.

### **Planned Distance Learning Improvement as an Outcome Result**

There are no changes needed based on the results

## \*ENGL 2311 Technical Writing Education

**Plan**            FY15  
**Period:**

**Outcome**        7640  
**ID#:**

### **Outcome Description**

Analyze the ethical responsibilities involved in technical communication.

### **Outcome Strategy**

1. Locate articles reporting unethical behavior in the business world and the consequences of each. In small groups find possible solutions by asking these questions: How can I know the "right action" in this situation. What values do I want to represent in this situation. Write a summary and submit to their instructor.
2. Go to [www.gervaseprograms.georgetown.edu/plagiarism.html](http://www.gervaseprograms.georgetown.edu/plagiarism.html) or any other website that discusses plagiarism in schools or the workplace. Write a working definition of plagiarism and a list of strategies for avoiding it. Have each student bring his findings to class for discussion. Create a master list of strategies decided on by the class to give to their instructor.

### **Outcome Method**

Peer-reviewed research papers will be collected from each student near the end of the semester and will be evaluated for personal responsibility according to the following rubric

- 4 - Students use correctly all of the following: information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
- 3 - Students use correctly three of the following: information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
- 2 - Students use correctly two of the following: information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
- 1 - Students use correctly one of the following: information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
- 0 - No attempt to assume personal responsibility demonstrated.

### **Outcome Criterion**

60% of the students will demonstrate a passable level of competence in their peer-reviewed research paper.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning

#### **5.1.3 Academic Success**

This outcome relates to students ability to demonstrate personal responsibility, as handling source materials in keeping with legal and ethical bounds.

#### **Outcome Results**

Analyze the ethical responsibilities involved in technical communication.

The students were to:

1. Locate articles reporting unethical behavior in the business world and the consequences of each. In small groups find possible solutions by asking these questions: How can I know the right action in this situation? What values do I want to represent in this situation. Write a summary and submit to their instructor.
2. Go to [www.gervaseprograms.georgetown.edu/plagiarism.html](http://www.gervaseprograms.georgetown.edu/plagiarism.html) or any other website that discusses plagiarism in schools or the workplace. Write a working definition of plagiarism and a list of strategies for avoiding it. Have each student bring his findings to class for discussion. Create a master list of strategies decided on by the class to give to their instructor. 83% of the students were successful.

#### **Outcome Distance Learning Results**

Analyze the ethical responsibilities involved in technical communication.

The students were to:

1. Locate articles reporting unethical behavior in the business world and the consequences of each. In small groups find possible solutions by asking these questions: How can I know the right action in this situation? What values do I want to represent in this situation. Write a summary and submit to their instructor.
2. Go to [www.gervaseprograms.georgetown.edu/plagiarism.html](http://www.gervaseprograms.georgetown.edu/plagiarism.html) or any other website that discusses plagiarism in schools or the workplace. Write a working definition of plagiarism and a list of strategies for avoiding it. Have each student bring his findings to class for discussion. Create a master list of strategies decided on by the class to give to their instructor. 83% of the students were successful.

#### **Planned Improvement as an Outcome Result**

No changes are needed at the present time.

#### **Planned Distance Learning Improvement as an Outcome Result**

No changes are needed at the present time.

## \*ENGL 2322 Survey of British Literature I Education

**Plan** FY15 **Outcome** 7625  
**Period:** **ID#:**

### **Outcome Description**

Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

### **Outcome Strategy**

Students will write a research paper comparing the differing time periods, cultures, and/or literary elements found in which the student will present an argument and provide justification for their observations and where the grading of the essay will be based, at least in part, on the student's accuracy and/or depth of presentation.

### **Outcome Method**

Research papers will be collected from each student near the end of the semester and will be evaluated for communication according to the following rubric:

4 - Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error free.

3 - Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.

2 - Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.

1 - Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). Uses language that sometimes impedes meaning because of errors in usage.

0 - No attempt to meet audience expectations.

Research papers will be collected from each student near the end of the semester and will be evaluated for critical thinking according to the following rubric:

4 - Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis). Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.

3 - Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis). Uses appropriate, relevant, and compelling content to explore ideas

within the context of the discipline and shape the whole work.

2 - Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue. Uses appropriate and relevant content to develop and explore ideas through most of the work.

1 - Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious. Uses appropriate and relevant content to develop simple ideas in some parts of the work.

0 - No appreciable attempt to engage in critical thinking skills demonstrated.

### **Outcome Criterion**

60% of the students will demonstrate a passable level of competence in their research paper.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success

This outcome relates to students' ability to engage in communication, as developing ideas, crafting readable, grammatically and mechanically correct sentences, and writing with an operational awareness of audience expectations.

This outcome relates to students' ability to engage in critical thinking, as generating theses, finding relevant and accurate support for said theses, evaluating counterclaims and counter-support, and synthesizing various perspectives.

### **Outcome Results**

Students composed a research-based critical paper about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

Students wrote a research paper comparing the differing time periods, cultures, and/or literary elements found in which the students presented an argument and provide justification for their observations and where the grading of the essay will be based, at least in part, on the students' accuracy and/or depth of presentation. 60% of the students were to demonstrate a passable level of competence in their research paper. In this calendar year, 87.33% demonstrated a level of competence in their research papers.

### **Outcome Distance Learning Results**

Students composed a research-based critical paper about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

Students wrote a research paper comparing the differing time periods, cultures, and/or literary elements found in which the students presented an argument and provide justification for their observations and where the grading of the essay will be based, at least in part, on the students' accuracy and/or depth of presentation. 60% of the students were to demonstrate a passable level of competence in their research paper. In this calendar year, 87.33% demonstrated a level of competence in their research papers.

### **Planned Improvement as an Outcome Result**

There were not any changes needed. The students surpassed the baseline 60% by 17.33%.

### **Planned Distance Learning Improvement as an Outcome Result**

There were not any changes needed. The students surpassed the baseline 60% by 17.33%.

## \*ENGL 2322 Survey of British Literature I Education

**Plan** FY15 **Outcome** 7626  
**Period:** **ID#:**

### **Outcome Description**

Students will analyze emotional, psychological, moral, and political issues which appear in English literature.

### **Outcome Strategy**

In discussions and journal entries, students will evaluate themselves as learners/readers and identify how their own life experiences and personal issues compare with those presented to them in the literature and what lessons the literature may teach them about their own lives and world.

### **Outcome Method**

Research papers will be collected from each student near the end of the semester and will be evaluated for social responsibility according to the following rubric:

- 4 - Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.
- 3 - Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures
- 2 - Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.
- 1 - Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures
- 0 - No appreciable attempt to engage in social responsibility demonstrated.

Research papers will be collected from each student near the end of the semester and will be evaluated for personal responsibility according to the following rubric:

- 4 - Students use correctly all of the following: information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
- 3 - Students use correctly three of the following: information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
- 2 - Students use correctly two of the following: information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways

that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

1 - Students use correctly one of the following: information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

0 - No attempt to assume personal responsibility demonstrated.

### **Outcome Criterion**

60% of the students will demonstrate a passable level of competence in their research paper.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success

This outcome relates to students ability to engage in social responsibility, as demonstrating understanding of other cultures and perspectives and applying those perspectives to new situations.

This outcome relates to students ability to demonstrate personal responsibility, as handling source materials in keeping with legal and ethical bounds.

### **Outcome Results**

Students analyzed emotional, psychological, moral, and political issues which appear in English literature.

In discussions and journal entries, students evaluated themselves as learners/readers and identify how their own life experiences and personal issues compare with those presented to them in the literature and what lessons the literature may teach them about their own lives and world. 60% of the students were to demonstrate a passable level of competence in their discussions and journal entries. In this calendar year, 87.33% demonstrated a level of competence.

### **Outcome Distance Learning Results**

Students analyzed emotional, psychological, moral, and political issues which appear in English literature.

In discussions and journal entries, students evaluated themselves as learners/readers and identify how their own life experiences and personal issues compare with those presented to them in the literature and what lessons the literature may teach them about their own lives and world. 60% of the students were to demonstrate a passable level of competence in their discussions and journal entries. In this calendar year, 87.33% demonstrated a level of competence.

### **Planned Improvement as an Outcome Result**

None were needed. The students surpassed our expectations.

### **Planned Distance Learning Improvement as an Outcome Result**

None were needed. The students surpassed our expectations.

## \*ENGL 2323 Survey of British Literature II Education

**Plan** FY15  
**Period:**

**Outcome** 7627  
**ID#:**

### **Outcome Description**

Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

### **Outcome Strategy**

Students will write a research paper comparing the differing time periods, cultures, and/or literary elements found in which the student will present an argument and provide justification for their observations and where the grading of the essay will be based, at least in part, on the students accuracy and/or depth of presentation.

### **Outcome Method**

Research papers will be collected from each student near the end of the semester and will be evaluated for communication according to the following rubric:

4 - Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error free.

3 - Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.

2 - Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.

1 - Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). Uses language that sometimes impedes meaning because of errors in usage.

0 - No attempt to meet audience expectations.

Research papers will be collected from each student near the end of the semester and will be evaluated for critical thinking according to the following rubric:

4 - Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis). Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.

3 - Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis). Uses appropriate, relevant, and compelling content to explore ideas



within the context of the discipline and shape the whole work.

2 - Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue. Uses appropriate and relevant content to develop and explore ideas through most of the work.

1 - Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious. Uses appropriate and relevant content to develop simple ideas in some parts of the work.

0 - No appreciable attempt to engage in critical thinking skills demonstrated.

### **Outcome Criterion**

60% of the students will demonstrate a passable level of competence in their research paper.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success

This outcome relates to students' ability to engage in communication, as developing ideas, crafting readable, grammatically and mechanically correct sentences, and writing with an operational awareness of audience expectations.

This outcome relates to students' ability to engage in critical thinking, as generating theses, finding relevant and accurate support for said theses, evaluating counterclaims and counter-support, and synthesizing various perspectives.

### **Outcome Results**

Students composed a research-based critical paper about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

Students wrote a research paper comparing the differing time periods, cultures, and/or literary elements found in which the students presented an argument and provide justification for their observations and where the grading of the essay will be based, at least in part, on the students' accuracy and/or depth of presentation. 60% of the students were to demonstrate a passable level of competence in their research paper. In this calendar year, 87.30% demonstrated a level of competence in their research papers.

### **Outcome Distance Learning Results**

Students composed a research-based critical paper about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

Students wrote a research paper comparing the differing time periods, cultures, and/or literary elements found in which the students presented an argument and provide justification for their observations and where the grading of the essay will be based, at least in part, on the students' accuracy and/or depth of presentation. 60% of the students were to demonstrate a passable level of competence in their research paper. In this calendar year, 87.30% demonstrated a level of competence in their research papers.

### **Planned Improvement as an Outcome Result**

No changes are to be made. The students demonstrated a 17.30% higher competence level than expected.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes are to be made. The students demonstrated a 17.30% higher competence level than expected.

## \*ENGL 2323 Survey of British Literature II Education

**Plan** FY15  
**Period:**

**Outcome** 7628  
**ID#:**

### **Outcome Description**

Students will analyze emotional, psychological, moral, and political issues which appear in English literature.

### **Outcome Strategy**

In discussions and journal entries, students will evaluate themselves as learners/readers and identify how their own life experiences and personal issues compare with those presented to them in the literature and what lessons the literature may teach them about their own lives and world.

### **Outcome Method**

Research papers will be collected from each student near the end of the semester and will be evaluated for social responsibility according to the following rubric:

- 4 - Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.
- 3 - Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures
- 2 - Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.
- 1 - Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures
- 0 - No appreciable attempt to engage in social responsibility demonstrated.

Research papers will be collected from each student near the end of the semester and will be evaluated for personal responsibility according to the following rubric:

- 4 - Students use correctly all of the following: information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
- 3 - Students use correctly three of the following: information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

2 - Students use correctly two of the following: information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

1 - Students use correctly one of the following: information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

0 - No attempt to assume personal responsibility demonstrated.

### **Outcome Criterion**

60% of the students will demonstrate a passable level of competence in their research paper.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success

This outcome relates to students ability to engage in social responsibility, as demonstrating understanding of other cultures and perspectives and applying those perspectives to new situations.

This outcome relates to students ability to demonstrate personal responsibility, as handling source materials in keeping with legal and ethical bounds.

### **Outcome Results**

Students analyzed emotional, psychological, moral, and political issues which appear in English literature.

In discussions and journal entries, students evaluated themselves as learners/readers and identify how their own life experiences and personal issues compare with those presented to them in the literature and what lessons the literature may teach them about their own lives and world. 60% of the students were to demonstrate a passable level of competence in their discussions and journal entries. In this calendar year, 87.30% demonstrated a level of competence.

### **Outcome Distance Learning Results**

Students analyzed emotional, psychological, moral, and political issues which appear in English literature.

In discussions and journal entries, students evaluated themselves as learners/readers and identify how their own life experiences and personal issues compare with those presented to them in the literature and what lessons the literature may teach them about their own lives and world. 60% of the students were to demonstrate a passable level of competence in their discussions and journal entries. In this calendar year, 87.30% demonstrated a level of competence.

### **Planned Improvement as an Outcome Result**

No changes are to be made. The students demonstrated a 17.30% higher competence level than expected.

**Planned Distance Learning Improvement as an Outcome Result**

No changes are to be made. The students demonstrated a 17.30% higher competence level than expected.

## \*ENGL 2326 Survey of American Literature Education

**Plan** FY15 **Outcome** 7629  
**Period:** **ID#:**

### **Outcome Description**

Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

### **Outcome Strategy**

Students will write a research paper comparing the differing time periods, cultures, and/or literary elements found in which the student will present an argument and provide justification for their observations and where the grading of the essay will be based, at least in part, on the students accuracy and/or depth of presentation.

### **Outcome Method**

Research papers will be collected from each student near the end of the semester and will be evaluated for communication according to the following rubric:

4 - Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error free.

3 - Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.

2 - Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.

1 - Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). Uses language that sometimes impedes meaning because of errors in usage.

0 - No attempt to meet audience expectations.

Research papers will be collected from each student near the end of the semester and will be evaluated for critical thinking according to the following rubric:

4 - Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis). Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.

3 - Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective,

thesis/hypothesis). Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.

2 - Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue. Uses appropriate and relevant content to develop and explore ideas through most of the work.

1 - Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious. Uses appropriate and relevant content to develop simple ideas in some parts of the work.

0 - No appreciable attempt to engage in critical thinking skills demonstrated.

### **Outcome Criterion**

60% of the students will demonstrate a passable level of competence in their research paper.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success

This outcome relates to students' ability to engage in communication, as developing ideas, crafting readable, grammatically and mechanically correct sentences, and writing with an operational awareness of audience expectations.

This outcome relates to students' ability to engage in critical thinking, as generating theses, finding relevant and accurate support for said theses, evaluating counterclaims and counter-support, and synthesizing various perspectives.

### **Outcome Results**

Students wrote a research paper comparing the differing time periods, cultures, and/or literary elements found in which the student presented an argument and provided justification for their observations and the grading of the essay was based, at least in part, on the student's accuracy and/or depth of presentation. 100% of the participants demonstrated competency on this assessment.

### **Outcome Distance Learning Results**

Distance learning results were the same because the results were not separated by reporting faculty. Students wrote a research paper comparing the differing time periods, cultures, and/or literary elements found in which the student presented an argument and provided justification for their observations and the grading of the essay was based, at least in part, on the student's accuracy and/or depth of presentation. 100% of the participants demonstrated competency on this assessment.

### **Planned Improvement as an Outcome Result**

Distance learning results were the same because the results were not separated by reporting faculty. Faculty will be mandated to separate the distance data from the face to face data in future reporting cycles.

### **Planned Distance Learning Improvement as an Outcome Result**

Distance learning results were the same because the results were not separated by reporting faculty.

## \*ENGL 2326 Survey of American Literature Education

**Plan**            FY15  
**Period:**

**Outcome**        7630  
**ID#:**

### **Outcome Description**

Students will analyze emotional, psychological, moral, and political issues which appear in English literature.

### **Outcome Strategy**

In discussions and journal entries, students will evaluate themselves as learners/readers and identify how their own life experiences and personal issues compare with those presented to them in the literature and what lessons the literature may teach them about their own lives and world.

### **Outcome Method**

Research papers will be collected from each student near the end of the semester and will be evaluated for social responsibility according to the following rubric:

- 4 - Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.
- 3 - Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures
- 2 - Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.
- 1 - Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures
- 0 - No appreciable attempt to engage in social responsibility demonstrated.

Research papers will be collected from each student near the end of the semester and will be evaluated for personal responsibility according to the following rubric:

- 4 - Students use correctly all of the following: information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
- 3 - Students use correctly three of the following: information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
- 2 - Students use correctly two of the following: information use strategies (use of citations

and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

1 - Students use correctly one of the following: information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

0 - No attempt to assume personal responsibility demonstrated.

### **Outcome Criterion**

60% of the students will demonstrate a passable level of competence in their research paper.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success

This outcome relates to students ability to engage in social responsibility, as demonstrating understanding of other cultures and perspectives and applying those perspectives to new situations.

This outcome relates to students ability to demonstrate personal responsibility, as handling source materials in keeping with legal and ethical bounds.

### **Outcome Results**

Students analyzed emotional, psychological, moral, and political issues which appear in English literature. In discussions and journal entries, students evaluated themselves as learners/readers and identified how their own life experiences and personal issues compared with those presented to them in the literature and what lessons the literature taught them about their own lives and world. . 80% of the participants demonstrated competency on this assessment.

### **Outcome Distance Learning Results**

Students analyzed emotional, psychological, moral, and political issues which appear in English literature. In discussions and journal entries, students evaluated themselves as learners/readers and identified how their own life experiences and personal issues compared with those presented to them in the literature and what lessons the literature taught them about their own lives and world. . 80% of the participants demonstrated competency on this assessment.

### **Planned Improvement as an Outcome Result**

Distance learning results were the same because the results were not separated by reporting faculty. Faculty will be mandated to separate the distance data from the face to face data in future reporting cycles.

### **Planned Distance Learning Improvement as an Outcome Result**

Distance learning results were the same because the results were not separated by reporting faculty. Faculty will be mandated to separate the distance data from the face to face data in future reporting cycles.



## \*ENGL 2332 Survey of World Literature I Education

**Plan** FY15 **Outcome** 7631  
**Period:** **ID#:**

### **Outcome Description**

Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

### **Outcome Strategy**

Students will write a research paper comparing the differing time periods, cultures, and/or literary elements found in which the student will present an argument and provide justification for their observations and where the grading of the essay will be based, at least in part, on the students accuracy and/or depth of presentation.

### **Outcome Method**

Research papers will be collected from each student near the end of the semester and will be evaluated for communication according to the following rubric:

4 - Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error free.

3 - Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.

2 - Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.

1 - Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). Uses language that sometimes impedes meaning because of errors in usage.

0 - No attempt to meet audience expectations.

Research papers will be collected from each student near the end of the semester and will be evaluated for critical thinking according to the following rubric:

4 - Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis). Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.

3 - Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis). Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.

2 - Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue. Uses appropriate and relevant content to develop and explore ideas through most of the work.

1 - Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious. Uses appropriate and relevant content to develop simple ideas in some parts of the work.

0 - No appreciable attempt to engage in critical thinking skills demonstrated.

### **Outcome Criterion**

60% of the students will demonstrate a passable level of competence in their research paper.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success

This outcome relates to students' ability to engage in communication, as developing ideas, crafting readable, grammatically and mechanically correct sentences, and writing with an operational awareness of audience expectations.

This outcome relates to students' ability to engage in critical thinking, as generating theses, finding relevant and accurate support for said theses, evaluating counterclaims and counter-support, and synthesizing various perspectives.

### **Outcome Results**

Students composed a research-based critical paper about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature. Students wrote a research paper comparing the differing time periods, cultures, and/or literary elements found in which the students presented an argument and provide justification for their observations and where the grading of the essay will be based, at least in part, on the students' accuracy and/or depth of presentation. 60% of the students were to demonstrate a passable level of competence in their research paper. In this calendar year, 72.72% demonstrated a level of competence in their research papers.

### **Outcome Distance Learning Results**

Students composed a research-based critical paper about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature. Students wrote a research paper comparing the differing time periods, cultures, and/or literary elements found in which the students presented an argument and provide justification for their observations and where the grading of the essay will be based, at least in part, on the students' accuracy and/or depth of presentation. 60% of the students were to demonstrate a passable level of competence in their research paper. In this calendar year, 72.72% demonstrated a level of competence in their research papers.

### **Planned Improvement as an Outcome Result**

No changes are to be made. The students demonstrated a 12.27% higher competence level than expected.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes are to be made. The students demonstrated a 12.27% higher competence level than expected.

## \*ENGL 2332 Survey of World Literature I Education

**Plan**           FY15  
**Period:**

**Outcome**       7632  
**ID#:**

### **Outcome Description**

Students will analyze emotional, psychological, moral, and political issues which appear in English literature.

### **Outcome Strategy**

In discussions and journal entries, students will evaluate themselves as learners/readers and identify how their own life experiences and personal issues compare with those presented to them in the literature and what lessons the literature may teach them about their own lives and world.

### **Outcome Method**

Research papers will be collected from each student near the end of the semester and will be evaluated for social responsibility according to the following rubric:

- 4 - Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.
- 3 - Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures
- 2 - Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.
- 1 - Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures
- 0 - No appreciable attempt to engage in social responsibility demonstrated.

Research papers will be collected from each student near the end of the semester and will be evaluated for personal responsibility according to the following rubric:

- 4 - Students use correctly all of the following: information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
- 3 - Students use correctly three of the following: information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
- 2 - Students use correctly two of the following: information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways

that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

1 - Students use correctly one of the following: information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

0 - No attempt to assume personal responsibility demonstrated.

### **Outcome Criterion**

60% of the students will demonstrate a passable level of competence in their research paper.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success

This outcome relates to students ability to engage in social responsibility, as demonstrating understanding of other cultures and perspectives and applying those perspectives to new situations.

This outcome relates to students ability to demonstrate personal responsibility, as handling source materials in keeping with legal and ethical bounds.

### **Outcome Results**

Students analyzed emotional, psychological, moral, and political issues which appear in English literature.

In discussions and journal entries, students evaluated themselves as learners/readers and identify how their own life experiences and personal issues compare with those presented to them in the literature and what lessons the literature may teach them about their own lives and world. 60% of the students were to demonstrate a passable level of competence in their discussions and journal entries. In this calendar year, 72.72% demonstrated a level of competence.

### **Outcome Distance Learning Results**

Students analyzed emotional, psychological, moral, and political issues which appear in English literature.

In discussions and journal entries, students evaluated themselves as learners/readers and identify how their own life experiences and personal issues compare with those presented to them in the literature and what lessons the literature may teach them about their own lives and world. 60% of the students were to demonstrate a passable level of competence in their discussions and journal entries. In this calendar year, 72.72% demonstrated a level of competence.

### **Planned Improvement as an Outcome Result**

No changes are to be made. The students demonstrated a 12.27% higher competence level than expected.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes are to be made. The students demonstrated a 12.27% higher competence level than expected.

## \*ENGL 2333 Survey of World Literature II Education

**Plan** FY15 **Outcome** 7633  
**Period:** **ID#:**

### **Outcome Description**

Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

### **Outcome Strategy**

Students will write a research paper comparing the differing time periods, cultures, and/or literary elements found in which the student will present an argument and provide justification for their observations and where the grading of the essay will be based, at least in part, on the students accuracy and/or depth of presentation.

### **Outcome Method**

Research papers will be collected from each student near the end of the semester and will be evaluated for communication according to the following rubric:

4 - Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error free.

3 - Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.

2 - Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.

1 - Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). Uses language that sometimes impedes meaning because of errors in usage.

0 - No attempt to meet audience expectations.

Research papers will be collected from each student near the end of the semester and will be evaluated for critical thinking according to the following rubric:

4 - Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis). Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.

3 - Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis). Uses appropriate, relevant, and compelling content to explore ideas

within the context of the discipline and shape the whole work.

2 - Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue. Uses appropriate and relevant content to develop and explore ideas through most of the work.

1 - Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious. Uses appropriate and relevant content to develop simple ideas in some parts of the work.

0 - No appreciable attempt to engage in critical thinking skills demonstrated.

### **Outcome Criterion**

60% of the students will demonstrate a passable level of competence in their research paper.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success

This outcome relates to students' ability to engage in communication, as developing ideas, crafting readable, grammatically and mechanically correct sentences, and writing with an operational awareness of audience expectations.

This outcome relates to students' ability to engage in critical thinking, as generating theses, finding relevant and accurate support for said theses, evaluating counterclaims and counter-support, and synthesizing various perspectives.

### **Outcome Results**

Students composed a research-based critical paper about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

Students wrote a research paper comparing the differing time periods, cultures, and/or literary elements found in which the students presented an argument and provide justification for their observations and where the grading of the essay will be based, at least in part, on the students' accuracy and/or depth of presentation. 60% of the students were to demonstrate a passable level of competence in their research paper. In this calendar year, 90.90% demonstrated a level of competence in their research papers.

### **Outcome Distance Learning Results**

Students composed a research-based critical paper about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

Students wrote a research paper comparing the differing time periods, cultures, and/or literary elements found in which the students presented an argument and provide justification for their observations and where the grading of the essay will be based, at least in part, on the students' accuracy and/or depth of presentation. 60% of the students were to demonstrate a passable level of competence in their research paper. In this calendar year, 90.90% demonstrated a level of competence in their research papers.

### **Planned Improvement as an Outcome Result**

No changes are to be made. The students demonstrated a 30.90% higher competence level than expected.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes are to be made. The students demonstrated a 30.90% higher competence level than expected.





## \*ENGL 2333 Survey of World Literature II Education

**Plan**            FY15  
**Period:**

**Outcome**        7634  
**ID#:**

### **Outcome Description**

Students will analyze emotional, psychological, moral, and political issues which appear in English literature.

### **Outcome Strategy**

In discussions and journal entries, students will evaluate themselves as learners/readers and identify how their own life experiences and personal issues compare with those presented to them in the literature and what lessons the literature may teach them about their own lives and world.

### **Outcome Method**

Research papers will be collected from each student near the end of the semester and will be evaluated for social responsibility according to the following rubric:

- 4 - Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.
- 3 - Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures
- 2 - Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.
- 1 - Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures
- 0 - No appreciable attempt to engage in social responsibility demonstrated.

Research papers will be collected from each student near the end of the semester and will be evaluated for personal responsibility according to the following rubric:

- 4 - Students use correctly all of the following: information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
- 3 - Students use correctly three of the following: information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
- 2 - Students use correctly two of the following: information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas

requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

1 - Students use correctly one of the following: information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

0 - No attempt to assume personal responsibility demonstrated.

### **Outcome Criterion**

60% of the students will demonstrate a passable level of competence in their research paper.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success

This outcome relates to students- ability to engage in social responsibility, as demonstrating understanding of other cultures and perspectives and applying those perspectives to new situations.

This outcome relates to students ability to demonstrate personal responsibility, as handling source materials in keeping with legal and ethical bounds.

### **Outcome Results**

Students analyzed emotional, psychological, moral, and political issues which appear in English literature.

In discussions and journal entries, students evaluated themselves as learners/readers and identify how their own life experiences and personal issues compare with those presented to them in the literature and what lessons the literature may teach them about their own lives and world. 60% of the students were to demonstrate a passable level of competence in their discussions and journal entries. In this calendar year, 90.90% demonstrated a level of competence.

### **Outcome Distance Learning Results**

Students analyzed emotional, psychological, moral, and political issues which appear in English literature.

In discussions and journal entries, students evaluated themselves as learners/readers and identify how their own life experiences and personal issues compare with those presented to them in the literature and what lessons the literature may teach them about their own lives and world. 60% of the students were to demonstrate a passable level of competence in their discussions and journal entries. In this calendar year, 90.90% demonstrated a level of competence.

### **Planned Improvement as an Outcome Result**

No changes are to be made. The students demonstrated a 30.90% higher competence level than expected.

**Planned Distance Learning Improvement as an Outcome Result**

No changes are to be made. The students demonstrated a 30.90% higher competence level than expected.

# \*GOVT 2305 US Government and Constitution Education

**Plan** FY15  
**Period:**

**Outcome** 7753  
**ID#:**

## **Outcome Description**

The student will be able to explain the development of constitutional democracy in the United States.

## **Outcome Strategy**

Students will use new academic knowledge to apply fundamental principles of constitutional democracy in the U.S. to current real world settings. Students will contribute their opinions and concerns about community, state, or national issues as they relate to constitutional principles. They will compare and contrast the evolution and changes in constitutional interpretation. Students will accomplish this through political in-class discussions, journals, discussion questions, essays, and /or presentations.

## **Outcome Method**

The following rubric will be used to assess the core objectives of CM, CT, SR, and PR.  
CM:

Exemplary - (30 points) no misspelled words; well-constructed sentences with good grammar; no format errors (font size, margins, meets minimum length requirements, cover page, due date, etc.)

Acceptable - (24 points) no more than 3 spelling errors; no more than 3 grammar or structure errors; no more than 1 format error (font size, margins, meets minimum length requirements, cover page, due date, etc.)

Inadequate - (6 points) more than 3 spelling errors; more than 3 grammar or structural errors; more than 1 format error (font, size, margins, meets minimum length requirements, cover page, due date, etc.)

Not attempted - (0 points) not completed

PR:

Exemplary (40 points) registration to vote; 95% attendance, meets assignment deadlines 100 percent of time

Acceptable (30 points) two of the above

Inadequate (10 points) one of the above

Not attempted (0 points) none of the above

SR:

Exemplary (30 points) community service, attend and/or review minutes of public meetings, gather information on public official

Acceptable (20 points) two of the above

Inadequate (10 points) one of the above

Not attempted (0 points) none of the above

## **Outcome Criterion**

60% of students will demonstrate an acceptable or exemplary rating when documenting their class discussions, journals, discussion questions, essays, and/or presentations.

## **Strategic Plan Relationship/General Education Goal**

### Enhance Learning

#### 5.1.3 Academic Success

CT - This outcome directly relates to students' ability to engage in class discussions, journals, discussion questions, essays, and/or presentation. This will include creative thinking, innovation, inquiry and analysis, evaluation, and synthesis.

CM - This outcome directly relates to students' ability to engage in communication skills in class discussions, journals, discussion questions, essays, and/or presentation. This will include effective development, interpretation, and expression of ideas through written, oral, and visual communication.

SR - This outcome directly relates to students' ability to engage in social responsibility in class discussions, journals, discussion questions, essays, and/or presentation in intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

PR - This outcome directly relates to students' ability to engage in personal responsibility through class discussions, journals, discussion questions, essays, and/or presentations. This will include the ability to connect choices, actions, and consequences to ethical decision-making.

#### **Outcome Results**

None of the objectives were met in the face to face classes with communication scoring 52%, critical thinking 46%, personal responsibility 49%, and social responsibility 45%.

#### **Outcome Distance Learning Results**

All of the objectives were met in the distance courses offered with communication scoring 76%, critical thinking 80% personal responsibility 90% and social responsibility 82%.

#### **Planned Improvement as an Outcome Result**

The government faculty will all get together before the Fall 2015 semester and determine why none of the objectives were met and make plans to meet those goals. This will entail why there was such a difference between Federal and Texas government and Distance courses and what can be done.

#### **Planned Distance Learning Improvement as an Outcome Result**

Since this was the first year for the new rubrics and all were met it was determined that they should be repeated to insure reliability in the instrument. More time will be spent in the filling out of reporting forms as well. There will also be more attention paid to raising the percentages in to the seventy range if possible.

# \*GOVT 2306 Texas Government and Constitution Education

**Plan** FY15 **Outcome** 7754  
**Period:** **ID#:**

## **Outcome Description**

Students will explain the origin and development of the Texas Constitution.

## **Outcome Strategy**

### Implementation Strategy

Students will use new academic knowledge to apply fundamental principles of constitutional democracy in the U.S. to current real world settings. Students will contribute their opinions and concerns about community, state, or national issues as they relate to constitutional principles. They will compare and contrast the evolution and changes in constitutional interpretation. Students will accomplish this through political in-class discussions, journals, discussion questions, essays, and /or presentations.

## **Outcome Method**

### Assessment Method

The following rubric will be used to assess the core objectives of CM, CT, SR, and PR.

CM:

Exemplary - (30 points) no misspelled words; well-constructed sentences with good grammar; no format errors (font size, margins, meets minimum length requirements, cover page, due date, etc.)

Acceptable - (24 points) no more than 3 spelling errors; no more than 3 grammar or structure errors; no more than 1 format error (font size, margins, meets minimum length requirements, cover page, due date, etc.)

Inadequate - (6 points) more than 3 spelling errors; more than 3 grammar or structural errors; more than 1 format error (font, size, margins, meets minimum length requirements, cover page, due date, etc.)

Not attempted - (0 points) not completed

PR:

Exemplary (40 points) registration to vote; 95% attendance, meets assignment deadlines 100 percent of time

Acceptable (30 points) two of the above

Inadequate (10 points) one of the above

Not attempted (0 points) none of the above

SR:

Exemplary (30 points) community service, attend and/or review minutes of public meetings, gather information on public official

Acceptable (20 points) two of the above

Inadequate (10 points) one of the above

Not attempted (0 points) none of the above

## **Outcome Criterion**

60% of students will demonstrate an acceptable or exemplary rating when documenting their class discussions, journals, discussion questions, essays, and/or presentations.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success

CT - This outcome directly relates to students' ability to engage in class discussions, journals, discussion questions, essays, and/or presentation. This will include creative thinking, innovation, inquiry and analysis, evaluation, and synthesis.

CM - This outcome directly relates to students' ability to engage in communication skills in class discussions, journals, discussion questions, essays, and/or presentation. This will include effective development, interpretation, and expression of ideas through written, oral, and visual communication.

SR - This outcome directly relates to students' ability to engage in social responsibility in class discussions, journals, discussion questions, essays, and/or presentation in intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

PR - This outcome directly relates to students' ability to engage in personal responsibility through class discussions, journals, discussion questions, essays, and/or presentations. This will include the ability to connect choices, actions, and consequences to ethical decision-making.

### **Outcome Results**

Data revealed that all 4 of the core objectives were met. 75% scored 60% or better on communication, 68% on critical thinking, 72% on personal responsibility, and 72% on social responsibility. Some instructors seemed to be confused on some of the rubrics or said they didn't have them in time. Even with this the objectives were met.

### **Outcome Distance Learning Results**

Data revealed that the first three objectives were met with 68 to 73%. The objective of social responsibility failed with only 35% having 15 out of 25 points. One class didn't participate in this one at all and probably affected this greatly.

### **Planned Improvement as an Outcome Result**

Since this was the first year for the new rubrics and all were met it was determined that they should be repeated to insure reliability in the instrument. More time will be spent in the filling out of reporting forms as well.

### **Planned Distance Learning Improvement as an Outcome Result**

The last objective will be discussed as to how this came be improved and the objective met. Otherwise the objectives will be replicated to ensure reliability.

## \*HIST 1301 United States History to 1877 Education

**Plan** FY15 **Outcome** 7742  
**Period:** **ID#:**

### **Outcome Description**

Students will be able to create an argument through the use of historical evidence. Their argument will analyze and interpret secondary sources and connect their reasoning to the effects of social, political, economic, cultural, and global forces from American history.

### **Outcome Strategy**

Students will write an essay that examines a particular historical problem and writing prompt. Their work will analyze both primary and secondary sources and express a specific point of view which includes a discussion of civic responsibility and ethical decisions that influenced the course of events from the period.

### **Outcome Method**

The written work of students will be evaluated by a rubric that contains specific criteria for demonstrating proficiency skills in the following four domains: critical thinking, communication, social responsibility, and personal responsibility. The following rubric will apply:

Critical Thinking Skills (CT)- to Include creative thinking, Innovation, Inquiry, analysis, evaluation and synthesis of information.

0 examples of creative thinking, innovation, inquiry, analysis, evaluation and synthesis - (0 Pts)

1 example of creative thinking, innovation, inquiry, analysis, evaluation and synthesis - (5 points)

2 examples of creative thinking. innovation, inquiry, analysis, evaluation and synthesis - (10points)

3 examples of creative thinking, innovation, inquiry, analysis, evaluation and synthesis - (15 points)

4 examples of creative thinking, innovation, Inquiry, analysis, evaluation and synthesis - (20 points)

5 or more examples of creative thinking, innovation, inquiry, analysis, evaluation and synthesis - (25 points)

Communication Skills (CM)- to Include effective development, Interpretation and expression of Ideas through written, oral and visual communication I

30 or more words misspelled, punctuation errors, sentence fragments, etc. -(0 points)

25 words misspelled, punctuation errors, sentence fragments, etc. - (5 points)

20 words misspelled, punctuation errors, sentence fragments, etc. - (10 points)

15 words misspelled, punctuation errors, sentence fragments, etc. - (15 points)

10 words misspelled, punctuation errors, sentence fragments, etc. - (20 points)

5 or less words misspelled, punctuation1 errors, sentence fragments, etc. - (25points)

Social Responsibility (SR)- to Include Intercultural competence, knowledge of civil



responsibility, and the ability to engage effectively in regional, national, and global communities

Inadequate- No evidence or examples of intercultural or gender competences; no mention of justification or support for the statements provided, ETC. 5 points)

Acceptable- Provides 1 or 2 examples or evidence of intercultural or gender competences; adequately justifies the argument with minimum support (6-15 points)

Exemplary- More than 2 examples or evidence of intercultural or gender competences; stimulates additional thought; effectively and thoroughly justifies argument (16-25 points)

Personal Responsibility -to include the ability to connect choices, actions, and consequences to ethical decision-making

Inadequate/No evidence or examples of ethical considerations; no mention of justification or support for the statements provided - (5 points)

Acceptable/Identifies 1-2 examples or evidence of ethical considerations; adequately justifies the argument with minimum support (6-15 points)

Exemplary- More than 2 examples or evidence of ethical considerations; stimulates additional thought; effectively and thoroughly justifies argument (16-25 points)

### **Outcome Criterion**

Student mastery of the outcomes will be evidenced when 60% of those students assessed achieve a score of 50 or greater on the faculty - developed rubric.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

This outcome directly relates to the four core objectives in the following manner. Critical thinking skills will be used to analyze written work and create a historical argument. Communication skills are self-evident since the learning outcome asks students to develop a written expression of ideas. Social responsibility and personal responsibility will be demonstrated through the ability of students to connect historical decisions to both ethical and civic responsibilities, values, and alternatives.

### **Outcome Results**

Data revealed that all 4 of the core objectives were met. 71% scored 60% or better on communication, 61% on critical thinking, 76% on personal responsibility, and 79% on social responsibility. Some instructors seemed to be confused on some of the rubrics or said they didn't have them in time. Even with this the objectives were met.

### **Outcome Distance Learning Results**

The data for Distance education classes revealed that all 4 objectives were met but only in the 605 range which was lower than in face to face classes. There was also better participation in this area with adjuncts.

### **Planned Improvement as an Outcome Result**

Since this was the first year for the new rubrics and all were met it was determined that they should be repeated to insure reliability in the instrument. More time will be spent in the filling out of reporting forms as well.

### **Planned Distance Learning Improvement as an Outcome Result**

Since this was the first year for the new rubrics and all were met it was determined that they should be repeated to insure reliability in the instrument. More time will be spent in

the filling out of reporting forms as well. There will also be more attention paid to raising the percentages in to the seventy range if possible.

# \*HIST 1302 United States History from 1877 Education

**Plan** FY15  
**Period:**

**Outcome** 7743  
**ID#:**

## **Outcome Description**

Students will be able to create an argument through the use of historical evidence. Their argument will analyze and interpret secondary sources and connect their reasoning to the effects of social, political, economic, cultural, and global forces from American history.

## **Outcome Strategy**

Students will write an essay that examines a particular historical problem and writing prompt. Their work will analyze both primary and secondary sources and express a specific point of view which includes a discussion of civic responsibility and ethical decisions that influenced the course of events from the period.

## **Outcome Method**

The written work of students will be evaluated by a rubric that contains specific criteria for demonstrating proficiency skills in the following four domains: critical thinking, communication, social responsibility, and personal responsibility. The following rubric will apply:

Critical Thinking Skills (CT) - to Include creative thinking, Innovation, Inquiry, analysis, evaluation and synthesis of information.

0 examples of creative thinking, innovation, inquiry, analysis, evaluation and synthesis - (0 Pts)

1 example of creative thinking, innovation, inquiry, analysis, evaluation and synthesis - (5 points)

2 examples of creative thinking, innovation, inquiry, analysis, evaluation and synthesis - (10 points)

3 examples of creative thinking, innovation, inquiry, analysis, evaluation and synthesis - (15 points)

4 examples of creative thinking, innovation, Inquiry, analysis, evaluation and synthesis - (20 points)

5 or more examples of creative thinking, innovation, inquiry, analysis, evaluation and synthesis - (25 points)

Communication Skills (CM)- to Include effective development, Interpretation and expression of Ideas through written, oral and visual communication I

30 or more words misspelled, punctuation errors, sentence fragments, etc. -(0 points)

25 words misspelled, punctuation errors, sentence fragments, etc. - (5 points)

20 words misspelled, punctuation errors, sentence fragments, etc. - (10 points)

15 words misspelled, punctuation errors, sentence fragments, etc. - (15 points)

10 words misspelled, punctuation errors, sentence fragments, etc. - (20 points)

5 or less words misspelled, punctuation errors, sentence fragments, etc. - (25 points)

Social Responsibility (SR)- to Include Intercultural competence, knowledge of civil

responsibility, and the ability to engage effectively in regional, national, and global communities

Inadequate- No evidence or examples of intercultural or gender competences; no mention of justification or support for the statements provided, ETC. 5 points)

Acceptable- Provides 1 or 2 examples or evidence of intercultural or gender competences; adequately justifies the argument with minimum support (6-15 points)

Exemplary- More than 2 examples or evidence of intercultural or gender competences; stimulates additional thought; effectively and thoroughly justifies argument (16-25 points)

Personal Responsibility -to include the ability to connect choices, actions, and consequences to ethical decision-making

Inadequate/No evidence or examples of ethical considerations; no mention of justification or support for the statements provided - (5 points)

Acceptable/Identifies 1-2 examples or evidence of ethical considerations; adequately justifies the argument with minimum support (6-15 points)

Exemplary- More than 2 examples or evidence of ethical considerations; stimulates additional thought; effectively and thoroughly justifies argument (16-25 points)

### **Outcome Criterion**

Student mastery of the outcomes will be evidenced when 60% of those students assessed achieve a score of 50 or greater on the faculty - developed rubric.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

This outcome directly relates to the four core objectives in the following manner. Critical thinking skills will be used to analyze written work and create a historical argument. Communication skills are self-evident since the learning outcome asks students to develop a written expression of ideas. Social responsibility and personal responsibility will be demonstrated through the ability of students to connect historical decisions to both ethical and civic responsibilities, values, and alternatives.

### **Outcome Results**

Data Summary -- Analysis & Evaluation

Data revealed that all 4 of the core objectives were met. 68% scored 60% or better on communication, 81% on critical thinking, 78% on personal responsibility, and 75% on social responsibility. Some instructors seemed to be confused on some of the rubrics or said they didn't have them in time. Even with this the objectives were met.

### **Outcome Distance Learning Results**

The data for Distance education classes revealed that all 4 objectives were met but only in the 605 range on the first two objectives which was lower than in face to face classes but in the 70% and 72% range in the last two. There was also better participation in this area with adjuncts.

### **Planned Improvement as an Outcome Result**

Since this was the first year for the new rubrics and all were met it was determined that they should be repeated to insure reliability in the instrument. More time will be spent in the filling out of reporting forms as well.

### **Planned Distance Learning Improvement as an Outcome Result**

Since this was the first year for the new rubrics and all were met it was determined that they should be repeated to insure reliability in the instrument. More time will be spent in the filling out of reporting forms as well.



### **Outcome Results**

Lectures, videos, class discussions, and outside readings were used to expose students to the ways in which the Humanities engage, express, and inform diverse human experiences, situated within distinctive social, cultural, and historical settings, through the analysis and interpretation of works of art, religion, philosophy, and literature, selected from a variety of world cultures and to landmarks of the human experience that exemplify dark and light eras in the human experience. 82.75% demonstrated success in this area.

### **Outcome Distance Learning Results**

Lectures, videos, class discussions, and outside readings were used to expose students to the ways in which the Humanities engage, express, and inform diverse human experiences, situated within distinctive social, cultural, and historical settings, through the analysis and interpretation of works of art, religion, philosophy, and literature, selected from a variety of world cultures and to landmarks of the human experience that exemplify dark and light eras in the human experience. 82.75% demonstrated success in this area.

### **Planned Improvement as an Outcome Result**

All reports will distinguish between distance and face to face classes for FY16.

### **Planned Distance Learning Improvement as an Outcome Result**

All reports will distinguish between distance and face to face classes for FY16.

## \*MATH 1314 College Algebra Education

**Plan** FY15 **Outcome** 7604  
**Period:** **ID#:**

### **Outcome Description**

Students should recognize and apply polynomial, rational, radical, exponential and logarithmic functions and solve related equations. (Course Learning Objective 2)

### **Outcome Strategy**

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully solve this variety of equations.

### **Outcome Method**

All Math 1314 instructors will include on a test or tests a block of questions asking students to solve quadratic equations and radical equations. Students will be deemed successful at the Core Objective of Communication if they earn 60% of the points allotted to this skill.

### **Outcome Criterion**

65% of a sampling of Math 1314 students will demonstrate success at communicating their ability to solve quadratic equations and radical equations by earning at least 60% of the points allotted to this topic on the test.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Communication Skills - To include effective development, interpretation and expression of ideas through written, oral and visual communication.

This outcome directly relates to students' ability to communicate their logical and mechanically correct analysis and findings in writing.

### **Outcome Results**

546 students were assessed. 73.3% were successful. We exceeded our goal. The only math faculty who did not report results were embedded adjunct faculty teaching concurrent classes at some high schools in our service area. However 9 sections of such classes were reported.

### **Outcome Distance Learning Results**

68 students were assessed. 77.9% were successful. We exceeded our goal. All online faculty reported results.

### **Planned Improvement as an Outcome Result**

No changes are planned. Embedded concurrent high school/college instructors will be encouraged to report results.



**Planned Distance Learning Improvement as an Outcome Result**

No changes are planned.

## \*MATH 1314 College Algebra Education

**Plan** FY15 **Outcome** 7607  
**Period:** **ID#:**

### **Outcome Description**

Students should recognize and apply polynomial, rational, radical, exponential and logarithmic functions and solve related equations. (Course Learning Objective 2)

### **Outcome Strategy**

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully solve this variety of equations.

### **Outcome Method**

All Math 1314 instructors will include on a test or tests a block of questions asking students to solve quadratic equations and radical equations. Students will be deemed successful at the Core Objective of Critical Thinking if they earn 60% of the points allotted to this skill.

### **Outcome Criterion**

55% of a sampling of Math 1314 students will demonstrate success at solving quadratic equations and radical equations using critical thinking skills to apply new and older principles to the solutions of the problems and to make connections between solving these equations and solving linear equations and literal equations.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Critical Thinking Skills - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

This outcome directly relates to students' ability to engage in critical thinking by solving the equations and providing complete justification for their solutions through analyzing the equations and/or graphs of functions involved. They will also apply principles for solving linear equations within the solution of the quadratic and radical equations and connect the different kinds of solutions.

### **Outcome Results**

546 students were assessed. 72.7% were successful. We exceeded our goal. All campuses except some high schools offering concurrent classes with embedded high school faculty as our instructors did report.

### **Outcome Distance Learning Results**

68 students were assessed. 77.9% were successful. We exceeded our goal

### **Planned Improvement as an Outcome Result**

No changes are planned.

**Planned Distance Learning Improvement as an Outcome Result**

No changes are planned. Embedded high school/college faculty will be encouraged to report data.

## \*MATH 1314 College Algebra Education

**Plan** FY15 **Outcome** 7608  
**Period:** **ID#:**

### **Outcome Description**

Students should recognize and apply polynomial, rational, radical, exponential and logarithmic functions and solve related equations. (Course Learning Objective 2)

### **Outcome Strategy**

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully solve this variety of equations.

### **Outcome Method**

All Math 1314 instructors will include on a test or tests a block of questions asking students to solve quadratic equations and radical equations. Students will be deemed successful at the Core Objective of Empirical and Quantitative Skill if they earn 55% of the points allotted to this skill.

### **Outcome Criterion**

60% of a sampling of Math 1314 students will demonstrate success at using empirical and quantitative skills to solve quadratic equations and radical equations by earning at least 55% of the points allotted to this topic on the test.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Empirical and Quantitative Skills - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

Students will be expected to demonstrate empirical and quantitative skills by solving problems, giving the details of how it was solved (including all of the steps completed to arrive at the solution), and identifying essential information for solving the problem.

### **Outcome Results**

546 students were assessed. 73.4% were successful. We met our goal. Some high school/college embedded faculty did not report. All other campuses were represented.

### **Outcome Distance Learning Results**

68 students were assessed. 77.9% were successful. We met our goal.

### **Planned Improvement as an Outcome Result**

No changes are planned except that high school/college embedded faculty will be encouraged to report data.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes are planned.

## \*MATH 1324 Math for Business I Education

**Plan** FY15 **Outcome** 7711  
**Period:** **ID#:**

### **Outcome Description**

Students should be able to apply basic matrix operations, including linear programming methods, to solve application problems.

### **Outcome Strategy**

Lectures, class discussions, examples, and homework assignments requiring written solutions to problems and justifications for those solutions step-by-step will be used to teach students to successfully solve these application problems.

### **Outcome Method**

All Math 1324 instructors will include on a test or tests a block of questions asking students to solve application problems involving matrix operations and linear programming methods. Students will be deemed successful at this skill if they earn:  
Communication - 60% of the points allotted to this skill.  
Empirical and Quantitative - 55% of the points allotted to this skill.  
Critical Thinking - 50% of the points allotted to this skill.

### **Outcome Criterion**

Communication 65% of a sampling of Math 1324 students will demonstrate success at communicating their ability to solve application problems, including linear programming methods and basic matrix operations by earning at least 60% of the points allotted to this topic on the test. Students work will be graded upon each student's written step-by-step justification (choices of pivots/row operations).

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Communication Skills - To include effective development, interpretation and expression of ideas through written, oral and visual communication.

This outcome directly relates to students' ability to engage in critical thinking by analyzing application problems and then effectively develop and interpret that information in order to communicate their findings in writing. In the course of this work students will also be expected to demonstrate empirical and quantitative skills including modeling of written problems and then solving them with matrices.

### **Outcome Results**

85 students were assessed. 74.1% were successful. We exceeded our goal. All Math 1324 instructors reported.

### **Outcome Distance Learning Results**

28 students were assessed. 60.7% were successful. This did meet our goal but the result was significantly less than the overall success rate. The only Math 1324 online instructor reported.

**Planned Improvement as an Outcome  
Result**

No changes are planned other than to raise our standards.

**Planned Distance Learning Improvement as an  
Outcome Result**

We will try this outcome again next year. This result from only one online section is not definitive.

## \*MATH 1324 Math for Business I Education

**Plan** FY15 **Outcome** 7712  
**Period:** **ID#:**

### **Outcome Description**

Students should be able to apply basic matrix operations, including linear programming methods, to solve application problems.

Critical Thinking - 50% of the points allotted to this skill.

### **Outcome Strategy**

Lectures, class discussions, examples, and homework assignments requiring written solutions to problems and justifications for those solutions step-by-step will be used to teach students to successfully solve these application problems.

### **Outcome Method**

All Math 1324 instructors will include on a test or tests a block of questions asking students to solve application problems involving matrix operations and linear programming methods. Students will be deemed successful at this skill if they earn: Empirical and Quantitative - 55% of the points allotted to this skill.

### **Outcome Criterion**

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

This outcome directly relates to students' ability to engage in critical thinking by analyzing application problems and then effectively develop and interpret that information in order to communicate their findings in writing. In the course of this work students will also be expected to demonstrate empirical and quantitative skills including modeling of written problems and then solving them with matrices.

### **Outcome Results**

85 students were assessed. 71.8% were successful. We exceeded our goal.

### **Outcome Distance Learning Results**

28 online students were assessed. 60.7% were successful. This did meet our goal, but the result was significantly lower than the overall success rate.

### **Planned Improvement as an Outcome Result**

No changes are planned other than to raise our standards.

**Planned Distance Learning Improvement as an Outcome Result**

We will try this outcome again. One section cannot give definitive results.



## \*MATH 1324 Math for Business I Education

**Plan** FY15 **Outcome** 7713  
**Period:** **ID#:**

### **Outcome Description**

Students should be able to apply basic matrix operations, including linear programming methods, to solve application problems.

### **Outcome Strategy**

Lectures, class discussions, examples, and homework assignments requiring written solutions to problems and justifications for those solutions step-by-step will be used to teach students to successfully solve these application problems.

### **Outcome Method**

All Math 1324 instructors will include on a test or tests a block of questions asking students to solve application problems involving matrix operations and linear programming methods. Students will be deemed successful at this skill if they earn: Critical Thinking - 50% of the points allotted to this skill.

### **Outcome Criterion**

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

This outcome directly relates to students' ability to engage in critical thinking by analyzing application problems and then effectively develop and interpret that information in order to communicate their findings in writing. In the course of this work students will also be expected to demonstrate empirical and quantitative skills including modeling of written problems and then solving them with matrices.

### **Outcome Results**

85 students were assessed. 71.8% were successful. This exceeded our goal.

### **Outcome Distance Learning Results**

28 students were assessed. 60.7% were successful. This met our goal, but results were significantly lower than the overall success rate.

### **Planned Improvement as an Outcome Result**

No changes are planned other than to raise our standards.

**Planned Distance Learning Improvement as an Outcome Result**

No changes are indicated, but we do plan to raise our standards and re-evaluate this outcome again.

## \*MATH 1325 Math for Business II Education

**Plan** FY15 **Outcome** 7593  
**Period:** **ID#:**

### **Outcome Description**

Solve optimization problems with emphasis on business and social sciences applications.

### **Outcome Strategy**

Homework, quizzes, and tests requiring written solutions, including first derivative tests and/or second derivative tests, and/or limits and their applications will be assigned and graded based upon each student's written step-by-step justification for his/her solution, upon the logic of their written work, upon the mechanics of correct solutions, the organization apparent in their solution, and the connection of their written work to the lesson at hand. Each method will be applied to many slightly different situations. Students will need to choose between first and second derivative tests and between methods of solving the equations that must be solved to use these tests. Students will need to relate their work to older work involving derivatives.

### **Outcome Method**

The second unit exam of this course will be focused exclusively on measuring the ability of students to solve applied problems using derivative tests. A sampling of all currently enrolled students will be assessed for critical thinking on this unit test. Students will demonstrate mastery of the critical thinking component of these problems by earning at least 70% on critical thinking on this test.

### **Outcome Criterion**

At least 60% of students tested will successfully master the critical thinking component of these problems by scoring at least 70% on critical thinking on this test.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Critical Thinking Skills - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

Students will learn and demonstrate the ability to choose efficient tests for critical points and to relate the results of these tests to applications in business. They will evaluate and analyze the results of first and second derivative tests and interpret the results as they synthesize the information acquired from the tests.

### **Outcome Results**

No sections of Math 1325 were offered in Fall 2014 (when the assessments of math classes were to be done) and Math 1325 was not part of our Texas Coordinating Board CORE in 2014-2015. Therefore, no data were collected for this outcome.

### **Outcome Distance Learning Results**

No online sections of Math 1325 were offered in Fall 2014 (when the assessments of math classes were to be done) and Math 1325 was not part of our Texas Coordinating Board CORE in 2014-2015. Therefore, no data were collected for this outcome.

**Planned Improvement as an Outcome Result**

Since Math 1325 can count in one part of the CORE for 2015-2016, the assessment of Math 1325 students will be reported for FY16 and it will need to be done in Spring 2016 when more Math 1325 sections are offered.

**Planned Distance Learning Improvement as an Outcome Result**

Since Math 1325 can count in one part of the CORE for 2015-2016, the assessment of Math 1325 students will be reported for FY16 and it will need to be done in Spring 2016 when more Math 1325 sections are offered.

## \*MATH 1325 Math for Business II Education

**Plan**           FY15  
**Period:**

**Outcome**       7594  
**ID#:**

### **Outcome Description**

Solve optimization problems with emphasis on business and social sciences applications.

### **Outcome Strategy**

Homework, quizzes, and tests requiring written solutions, including first derivative tests and/or second derivative tests, and/or limits and their applications will be assigned and graded based upon each student's written step-by-step justification for his/her solution, upon the logic of their written work, upon the mechanics of correct solutions, the organization apparent in their solution, and the connection of their written work to the lesson at hand. Each method will be applied to many slightly different situations. Students will need to choose between first and second derivative tests and between methods of solving the equations that must be solved to use these tests. Students will need to relate their work to older work involving derivatives.

### **Outcome Method**

The second unit exam of this course will be focused exclusively on measuring the ability of students to solve applied problems using derivative tests. A sampling of all currently enrolled students will be assessed for communication on this unit test. Students will demonstrate mastery of the communication component of these problems by earning at least 70% on communication on this test.

### **Outcome Criterion**

At least 60% of students tested will successfully master the communication component of these problems by scoring at least 70% on communication on this test.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Communication Skills - To include effective development, interpretation and expression of ideas through written, oral and visual communication.

Students will learn and demonstrate effective written and visual communication skills by writing a clear analysis of their problems and in some cases relating their results to a visual depiction of the results (a graph). In other cases, they will relate their results in mathematics to the language of business and economics. For example the maximization of revenue or profit and the minimization of cost or average cost.

### **Outcome Results**

No sections of Math 1325 were offered in Fall 2014 (when the assessments of math classes were to be done) and Math 1325 was not part of our Texas Coordinating Board CORE in 2014-2015. Therefore, no data were collected for this outcome.

### **Outcome Distance Learning Results**

No sections of Math 1325 were offered in Fall 2014 (when the assessments of math classes were to be done) and Math 1325 was not part of our Texas Coordinating Board CORE in 2014-2015. Therefore, no data were collected for this outcome.

**Planned Improvement as an Outcome Result**

Since Math 1325 can count in one part of the CORE for 2015-2016, the assessment of Math 1325 students will be reported for FY16 and it will need to be done in Spring 2016 when more Math 1325 sections are offered.

**Planned Distance Learning Improvement as an Outcome Result**

Since Math 1325 can count in one part of the CORE for 2015-2016, the assessment of Math 1325 students will be reported for FY16 and it will need to be done in Spring 2016 when more Math 1325 sections are offered.

## \*MATH 1325 Math for Business II Education

**Plan**           FY15  
**Period:**

**Outcome**       7595  
**ID#:**

### **Outcome Description**

Solve optimization problems with emphasis on business and social sciences applications.

### **Outcome Strategy**

Homework, quizzes, and tests requiring written solutions, including first derivative tests and/or second derivative tests, and/or limits and their applications will be assigned and graded based upon each student's written step-by-step justification for his/her solution, upon the logic of their written work, upon the mechanics of correct solutions, the organization apparent in their solution, and the connection of their written work to the lesson at hand. Each method will be applied to many slightly different situations. Students will need to choose between first and second derivative tests and between methods of solving the equations that must be solved to use these tests. Students will need to relate their work to older work involving derivatives.

### **Outcome Method**

The second unit exam of this course will be focused exclusively on measuring the ability of students to solve applied problems using derivative tests. A sampling of all currently enrolled students will be assessed for empirical and quantitative skills on this unit test. Students will demonstrate mastery of the empirical and quantitative component of these problems by earning at least 70% on empirical and quantitative skills on this test.

### **Outcome Criterion**

At least 60% of students tested will successfully master the empirical and quantitative skills component of these problems by scoring at least 70% on empirical and quantitative skills on this test.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Empirical and Quantitative Skills - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

Students will find first and second derivative of functions, solve equations to find critical points, evaluate functions at the critical points and in intervals around them to determine relative maximums, inflection points, and relative minimums. They will draw conclusions about the functions presented from their derivations and calculations.

### **Outcome Results**

No sections of Math 1325 were offered in Fall 2014 (when the assessments of math classes were to be done) and Math 1325 was not part of our Texas Coordinating Board CORE in 2014-2015. Therefore, no data were collected for this outcome.

### **Outcome Distance Learning Results**

No sections of Math 1325 were offered in Fall 2014 (when the assessments of math classes were to be done) and Math 1325 was not part of our Texas Coordinating Board CORE in 2014-2015. Therefore, no data were collected for this outcome.

**Planned Improvement as an Outcome Result**

Since Math 1325 can count in one part of the CORE for 2015-2016, the assessment of Math 1325 students will be reported for FY16 and it will need to be done in Spring 2016 when more Math 1325 sections are offered.

**Planned Distance Learning Improvement as an Outcome Result**

Since Math 1325 can count in one part of the CORE for 2015-2016, the assessment of Math 1325 students will be reported for FY16 and it will need to be done in Spring 2016 when more Math 1325 sections are offered.



## \*MATH 1342 Introduction to Statistics Education

**Plan** FY15 **Outcome** 7600  
**Period:** **ID#:**

### **Outcome Description**

Students should recognize, examine, and interpret the basic principles of describing and presenting data. (Course Learning Objective 2)

### **Outcome Strategy**

Lectures, class discussions, examples, and homework assignments (online and/or paper) will be used to teach students to successfully recognize, examine, and interpret the basic principles of describing and presenting data.

### **Outcome Method**

All Math 1342 instructors will include at least five questions on the Final Exam (or other tests) to evaluate students' ability to recognize, examine, and interpret the basic principles of describing and presenting data. Students will be deemed successful at the CORE Objective of communication if they earn 60% of the points allotted to this skill.

### **Outcome Criterion**

At least 65% of a sampling of Math 1342 students will demonstrate success at communicating their ability to recognize, examine, and interpret the basic principles of describing and presenting data by earning at least 60% of the points allotted to this topic on the assessment used.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Communication Skills - To include effective development, interpretation and expression of ideas through written, oral and visual communication.

This outcome directly relates to students' ability to effectively recognize, examine, and interpret the basic principles of data in order to communicate their findings in writing.

### **Outcome Results**

214 students were assessed. 89.7% of students assessed were successful. That exceeded our goal. All campuses which offer Math 1342 were represented.

### **Outcome Distance Learning Results**

39 online students were assessed. 76.9% of students assessed were successful. That exceeded our goal.

### **Planned Improvement as an Outcome Result**

No changes are planned - other than to raise our standards.

**Planned Distance Learning Improvement as an Outcome Result**

No changes are planned - other than to raise our standards.

## \*MATH 1342 Introduction to Statistics Education

**Plan** FY15  
**Period:**

**Outcome** 7601  
**ID#:**

### **Outcome Description**

Students should recognize, examine, and interpret the basic principles of describing and presenting data. (Course Learning Objective 2)

### **Outcome Strategy**

Lectures, class discussions, examples, and homework assignments (online and/or paper) will be used to teach students to successfully recognize, examine, and interpret the basic principles of describing and presenting data.

### **Outcome Method**

All Math 1342 instructors will include at least five questions on the Final Exam (or other tests) to evaluate students' ability to recognize, examine, and interpret the basic principles of describing and presenting data. Students will be deemed successful at the CORE Objective of Critical Thinking if they earn 50% of the points allotted to this skill.

### **Outcome Criterion**

At least 55% of a sampling of Math 1342 students will demonstrate success at using critical thinking to recognize, examine, and interpret the basic principles of describing and presenting data by earning at least 50% of the points allotted to this topic on the assessment used.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Critical Thinking Skills - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

This outcome directly relates to students' ability to engage in critical thinking by analyzing and interpreting data.

### **Outcome Results**

214 students were assessed. 89.3% were successful. We exceeded our goal. All campuses which offer Math 1342 were represented.

### **Outcome Distance Learning Results**

39 students were assessed. 76.9% were successful. We exceeded our goal.

### **Planned Improvement as an Outcome Result**

No changes except to raise our standards are expected.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes except to raise our standards are expected.

## \*MATH 1342 Introduction to Statistics Education

**Plan** FY15 **Outcome** 7602  
**Period:** **ID#:**

### **Outcome Description**

Students should recognize, examine, and interpret the basic principles of describing and presenting data. (Course Learning Objective 2)

### **Outcome Strategy**

Lectures, class discussions, examples, and homework assignments (online and/or paper) will be used to teach students to successfully recognize, examine, and interpret the basic principles of describing and presenting data.

### **Outcome Method**

All Math 1342 instructors will include at least five questions on the Final Exam (or other tests) to evaluate students' ability to recognize, examine, and interpret the basic principles of describing and presenting data. Students will be deemed successful at the CORE Objective of Empirical and Quantitative reasoning if they earn 50% of the points allotted to this skill.

### **Outcome Criterion**

At least 55% of a sampling of Math 1342 students will demonstrate success at demonstrating their ability to recognize, examine, and interpret the basic principles of describing and presenting data by earning at least 50% of the points allotted to this topic on the assessment used.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Empirical and Quantitative Skills - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

In the course of their work, students will be expected to demonstrate empirical and quantitative skills by manipulating and analyzing numerical data to calculate measures of central tendency and variation.

### **Outcome Results**

214 students were assessed. 89.3% were successful. We exceeded our goal. All campuses which offer Math 1342 were represented.

### **Outcome Distance Learning Results**

39 students were assessed. 76.9% were successful. We exceeded our goal.

### **Planned Improvement as an Outcome Result**

No changes except to raise our standards are expected.

**Planned Distance Learning Improvement as an Outcome Result**

No changes except to raise our standards are expected.

## \*MATH 1350 Fundamentals of Math I Education

**Plan** FY15 **Outcome** 7610  
**Period:** **ID#:**

### **Outcome Description**

The student should learn to apply the development of the real number system to problem solving and critical thinking.

### **Outcome Strategy**

Homework, class activities, and tests will be used to apply the development of the real number system to problem solving and critical thinking.

### **Outcome Method**

Math 1350 instructors will assign situations where the students will choose among several different approaches and relate new material to older established mathematical methods. Observations of performance with or without rubrics will be used in assessment of the outcome. Successful students will earn at least 60% of the points allotted to the CORE Objective of Communication on this topic.

### **Outcome Criterion**

65% of a sampling of Math 1350 students will demonstrate success at communicating their ability to apply the real number system to problem solving and critical thinking by earning at least 60% of the points allotted to this topic.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Communication Skills - To include effective development, interpretation and expression of ideas through written, oral and visual communication.

This outcome directly relates to students' ability to show communication by having to show logic and correct format in their written or oral presentations and to connect the work to the lesson at hand.

### **Outcome Results**

When this Learning Outcome was written in Fall 2014, we intended to assess this outcome. Then we were informed that Math 1350 could not be part of the Texas Coordinating Board CORE Curriculum. We intended to delete this outcome for FY15. However, two instructors did assess this outcome. Of 19 students assessed, 100% were successful.

### **Outcome Distance Learning Results**

No online sections of Math 1350 were offered.

### **Planned Improvement as an Outcome Result**

Math 1350 has been included in one optional section of the Texas Coordinating Board's CORE Curriculum. Therefore this outcome will be included (with higher standards) in the FY16 assessments.

**Planned Distance Learning Improvement as an Outcome Result**

No online sections of Math 1350 are planned.

## \*MATH 1350 Fundamentals of Math I Education

**Plan** FY15  
**Period:**

**Outcome** 7613  
**ID#:**

### **Outcome Description**

The student should learn to apply the development of the real number system to problem solving and critical thinking.

### **Outcome Strategy**

Homework, class activities, and tests will be used to apply the development of the real number system to problem solving and critical thinking.

### **Outcome Method**

Math 1350 instructors will assign situations where the students will solve problems and provide justification for their solutions. Students will also apply the principles of the real number system to their solutions and connect different types of problems and solutions to each other. Observations of performance with or without rubrics will be used in assessment of the outcome. Successful students will earn at least 60% of the points allotted to the CORE Objective of Critical Thinking on this topic.

### **Outcome Criterion**

55% of a sampling of Math 1350 students will demonstrate success at applying principles of the real number system to problem solving and critical thinking by earning at least 50% of the points allotted to this topic.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Critical Thinking Skills - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

This outcome directly relates to students' ability to engage in critical thinking by problem solving and showing step-by-step justification for their solutions.

### **Outcome Results**

Since Math 1325 can count in one part of the CORE for 2015-2016, the assessment of Math 1325 students will be reported for FY16 and it will need to be done in Spring 2016 when more Math 1325 sections are offered. When this Learning Outcome was written in Fall 2014, we intended to assess this outcome. Then we were informed that Math 1350 could not be part of the Texas Coordinating Board CORE Curriculum. We intended to delete this outcome for FY15. However, two instructors did assess this outcome. Of 19 students assessed, 100% were successful.

### **Outcome Distance Learning Results**

No online sections of Math 1350 were offered.



**Planned Improvement as an Outcome Result**

Math 1350 has been included in one optional section of the Texas Coordinating Board's CORE Curriculum. Therefore this outcome will be included (with higher standards) in the FY16 assessments.

**Planned Distance Learning Improvement as an Outcome Result**

No online sections of Math 1350 are planned.

## \*MATH 1350 Fundamentals of Math I Education

**Plan** FY15 **Outcome** 7614  
**Period:** **ID#:**

### **Outcome Description**

The student should learn to apply the development of the real number system to problem solving and critical thinking.

### **Outcome Strategy**

Homework, class activities, and tests will be used to apply the development of the real number system to problem solving and critical thinking.

### **Outcome Method**

Math 1350 instructors will assign situations where the students will solve problems and relate their solutions to the real number system principles. They will also verify and evaluate the reasonableness of their solution with the principles of the real number system. Observations of performance with or without rubrics will be used in assessment of the outcome. Successful students will earn at least 55% of the points allotted to the CORE Objective of Empirical and Quantitative Skills on this topic.

### **Outcome Criterion**

60% of a sampling of Math 1350 students will demonstrate success at applying the real number system to problem solving and critical thinking by earning at least 55% of the points allotted to Empirical and Quantitative Skills on this topic.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Empirical and Quantitative Skills - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

Students will demonstrate empirical and quantitative skills by using established mathematical methods to solve problems and relating their solutions to real number principles.

### **Outcome Results**

Since Math 1325 can count in one part of the CORE for 2015-2016, the assessment of Math 1325 students will be reported for FY16 and it will need to be done in Spring 2016 when more Math 1325 sections are offered. When this Learning Outcome was written in Fall 2014, we intended to assess this outcome. Then we were informed that Math 1350 could not be part of the Texas Coordinating Board CORE Curriculum. We intended to delete this outcome for FY15. However, two instructors did assess this outcome. Of 19 students assessed, 100% were successful.

### **Outcome Distance Learning Results**

No online sections of Math 1350 were offered.

**Planned Improvement as an Outcome Result**

Math 1350 has been included in one optional section of the Texas Coordinating Board's CORE Curriculum. Therefore this outcome will be included (with higher standards) in the FY16 assessments.

**Planned Distance Learning Improvement as an Outcome Result**

No online sections of Math 1350 are planned.

## \*MATH 2312 Pre-calculus Education

**Plan** FY15 **Outcome** 7714  
**Period:** **ID#:**

### **Outcome Description**

Recognize and apply algebraic and transcendental functions and solve related equations.

### **Outcome Strategy**

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully solve this variety of equations.

### **Outcome Method**

A test or tests requiring written solutions of algebraic and transcendental function equations will be administered and scored upon each student's written step-by-step justification for his/her solution, upon the logic of the written work, and upon the mechanics of a correct solution, the organization apparent in the solution, and the connection of the written work to the assigned problem. Principles will be applied to several different situations. Students will need to choose among several approaches and to relate new material to older established mathematical methods. Successful students will score 60% of the points allotted to critical thinking in this type of problems.

### **Outcome Criterion**

At least 60% of students tested will successfully score 60% of the points allotted to critical thinking in solving these equations.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

CT1 - Learning activity requires students to produce a written paper.

CT2 - Learning activity requires students to solve a problem and provide justification for their solution.

CT# - Learning activity requires students to apply several principles to new situations.

### **Outcome Results**

65 students were assessed. 83.1% were successful. We exceeded our goal. All campuses which offer Math 2312 were represented including one concurrent high school/college section. All instructors responded.

### **Outcome Distance Learning Results**

24 students were assessed. 66.7% were successful. We exceeded our goal. One online section was assessed in Fall 2014 and two in Spring 2015.

### **Planned Improvement as an Outcome Result**

No changes are planned other than to raise our standards on this outcome.

**Planned Distance Learning Improvement as an Outcome Result**

No changes are planned other than to raise our standards on this outcome.

## \*MATH 2312 Pre-calculus Education

**Plan** FY15 **Outcome** 7715  
**Period:** **ID#:**

### **Outcome Description**

Recognize and apply algebraic and transcendental functions and solve related equations.

### **Outcome Strategy**

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully solve this variety of equations.

### **Outcome Method**

A test or tests requiring written solutions of algebraic and transcendental function equations will be administered and scored upon each student's written step-by-step justification for his/her solution, upon the logic of the written work, and upon the mechanics of a correct solution, the organization apparent in the solution, and the connection of the written work to the assigned problem. Principles will applied to several different situations. Students will need to choose among several approaches and to relate new material to older established mathematical methods. Successful students will score 60% of the points allotted to communication in this type of problems.

### **Outcome Criterion**

At least 60% of students tested will successfully score 60% of the points allotted to communication in solving these equations.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

COM1- Learning activity requires students to complete a written presentation and assesses the mechanics of the presentation (proper mathematical language/process).

COM3 - Learning activity requires students to complete a written presentation and measures the connection of content with the main topic of the presentation.

COM4 - Learning activity requires students to complete a written presentation and assess the logic of the presentation.

COM5 - Learning activity requires students to complete a written presentation and assesses the accuracy and/or depth of content of the presentation.

### **Outcome Results**

65 students were assessed. 80% were successful. We exceeded our goal. All campuses which offer Math 2312 were represented including one high school/college section.

### **Outcome Distance Learning Results**

24 students were assessed. 66.7% were successful. We exceeded our goal.

**Planned Improvement as an Outcome  
Result**

No changes other than raising our success standards for this outcome are planned.

**Planned Distance Learning Improvement as an  
Outcome Result**

No changes other than raising our success standards for this outcome are planned.

## \*MATH 2312 Pre-calculus Education

**Plan** FY15 **Outcome** 7716  
**Period:** **ID#:**

### **Outcome Description**

Recognize and apply algebraic and transcendental functions and solve related equations.

### **Outcome Strategy**

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully solve this variety of equations.

### **Outcome Method**

A test or tests requiring written solutions of algebraic and transcendental function equations will be administered and scored upon each student's written step-by-step justification for his/her solution, upon the logic of the written work, and upon the mechanics of a correct solution, the organization apparent in the solution, and the connection of the written work to the assigned problem. Principles will be applied to several different situations. Students will need to choose among several approaches and to relate new material to older established mathematical methods. Successful students will score 60% of the points allotted to empirical and quantitative skills in this type of problems.

### **Outcome Criterion**

At least 60% of students tested will successfully score 60% of the points allotted to empirical and quantitative skills in solving these equations.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

EQS 1 - Learning activity requires students to solve a problem.

EQS 2 - Learning activity requires students to provide explanations detailing how a problem is solved including all of the steps completed to arrive at the solution.

EQS 3 - Learning activity requires students to identify essential information for solving a problem.

EQS 4 - Learning activity requires students to use quantitative measures to make informed decisions regarding significance of the data.

EQS 5 - Learning activity requires students to reach a conclusion based upon the problem being solved.

### **Outcome Results**

65 students were assessed, representing all campuses which offer Math 2312, including one high school/college section. 76.9% were successful. We exceeded our goal.

### **Outcome Distance Learning Results**



24 students were assessed. 66.7% were successful. We exceeded our goal.

**Planned Improvement as an Outcome  
Result**

No changes other than raising our standards for success are planned.

**Planned Distance Learning Improvement as an  
Outcome Result**

No changes other than raising our standards for success are planned.

## \*MATH 2413 Calculus I Education

**Plan** FY15 **Outcome** 7648  
**Period:** **ID#:**

### **Outcome Description**

Students should recognize tangent and area problems and solve them by applying concepts of limits, derivatives and integrals. (Course Learning Objective 1)

### **Outcome Strategy**

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully solve this variety of problems.

### **Outcome Method**

All Math 2413 instructors will include on a test or tests a block of questions asking students to solve tangent and area problems. Students will be deemed successful at this skill if they earn:

Communication - 60% of the points allotted to this skill.

### **Outcome Criterion**

Communication - 60% of a sampling of Math 2413 students will demonstrate success at communicating their ability to solve tangent and area problems by earning at least 55% of the points allotted to this topic on the test.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Communication Skills - To include effective development, interpretation and expression of ideas through written, oral and visual communication.

This outcome directly relates to students' ability to engage in critical thinking by analyzing graphs and equations and then effectively interpret that information and develop it through derivatives or integrals in order to communicate their findings in writing. In the course of this work students will also be expected to demonstrate empirical and quantitative skills by manipulating and analyzing numerical data within an equation and graph as well as through the process of finding derivatives and integrals.

### **Outcome Results**

50 students were assessed, representing all campuses which offer Math 2413, including two high school/college sections. 84% were successful. We exceeded our goal.

### **Outcome Distance Learning Results**

No online sections of Math 2413 were offered in Fall 2014 when the assessments were done.

**Planned Improvement as an Outcome  
Result**

No changes other than raising our standards for success on this outcome are planned.

**Planned Distance Learning Improvement as an  
Outcome Result**

Online sections of Math 2413 will be assessed in FY16.

## \*MATH 2413 Calculus I Education

**Plan** FY15 **Outcome** 7649  
**Period:** **ID#:**

### **Outcome Description**

Students should recognize tangent and area problems and solve them by applying concepts of limits, derivatives and integrals. (Course Learning Objective 1)

### **Outcome Strategy**

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully solve this variety of problems.

### **Outcome Method**

All Math 2413 instructors will include on a test or tests a block of questions asking students to solve tangent and area problems. Students will be deemed successful at this skill if they earn:

Empirical and Quantitative - 55% of the points allotted to this skill.

### **Outcome Criterion**

Empirical and Quantitative - 65% of a sampling of Math 2413 students will demonstrate success at solving tangent and area problems by earning at least 55% of the points allotted to this skill.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Empirical and Quantitative Skills - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

This outcome directly relates to students' ability to engage in critical thinking by analyzing graphs and equations and then effectively interpret that information and develop it through derivatives or integrals in order to communicate their findings in writing. In the course of this work students will also be expected to demonstrate empirical and quantitative skills by manipulating and analyzing numerical data within an equation and graph as well as through the process of finding derivatives and integrals.

### **Outcome Results**

50 students were assessed, representing all campuses which offer Math 2413, including two high school/college sections. 84% were successful. We exceeded our goal.

### **Outcome Distance Learning Results**

No online sections of Math 2413 were offered in Fall 2014, when the assessments were made.

**Planned Improvement as an Outcome Result**

No changes, other than raising our standards for success on this outcome, are planned.

**Planned Distance Learning Improvement as an Outcome Result**

Math 2413 will be offered online and assessed during FY16 assessments.

## \*MATH 2413 Calculus I Education

**Plan** FY15 **Outcome** 7650  
**Period:** **ID#:**

### **Outcome Description**

Students should recognize tangent and area problems and solve them by applying concepts of limits, derivatives and integrals. (Course Learning Objective 1)

### **Outcome Strategy**

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully solve this variety of problems.

### **Outcome Method**

All Math 2413 instructors will include on a test or tests a block of questions asking students to solve tangent and area problems. Students will be deemed successful at this skill if they earn:

Critical Thinking - 50% of the points allotted to this skill

### **Outcome Criterion**

Critical Thinking - 55% of a sampling of Math 1314 students will demonstrate success at using critical thinking in solving tangent and area problems by earning at least 50% of the points allotted to this topic on the test

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Critical Thinking Skills - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

This outcome directly relates to students' ability to engage in critical thinking by analyzing graphs and equations and then effectively interpret that information and develop it through derivatives or integrals in order to communicate their findings in writing. In the course of this work students will also be expected to demonstrate empirical and quantitative skills by manipulating and analyzing numerical data within an equation and graph as well as through the process of finding derivatives and integrals.

### **Outcome Results**

50 students were assessed, representing all campuses which offer Math 2413, including two high school/college sections. 86% were successful. We exceeded our goal.

### **Outcome Distance Learning Results**

No online sections of Math 2413 were offered in Fall 2014, when this outcome was assessed.

**Planned Improvement as an Outcome  
Result**

No changes, other than raising our standards for success on this outcome, are planned.

**Planned Distance Learning Improvement as an  
Outcome Result**

Math 2413 will be offered online and assessed for this outcome in FY16.

## \*MUSI 1306 Music Appreciation Education

**Plan**            FY15  
**Period:**

**Outcome**        7767  
**ID#:**

### **Outcome Description**

The arts are vital components of a society's culture, health, and vigor. Therefore, it is essential whenever cultural events are available in a community that those events be attended by a broad spectrum of the community's citizens. Attendance at the events demonstrates active social responsibility because it ensures that such activities can continue to be offered in the future. Therefore, students will be encouraged to attend one outside musical event during the semester. Students will be required to write a critique of the event, exercising both their critical thinking and writing skills. The critique will include a supported opinion of the performance.

### **Outcome Strategy**

Students will be exposed to a variety of music genres, styles, as well as composers in the musical concert, and they will submit a written critique of the musical performance they attend.

### **Outcome Method**

Students- critique of a musical performance will be assessed using a rubric with a score range from 0-5, with 5 being highest. A score will be assigned to the following elements:

SR: Attendance at the cultural event

COMM: Written report that reveals students' Ability to express themselves in writing using collegiate-level writing skills

CT: Written report that reveals students ability to effectively support an opinion of the performance

### **Outcome Criterion**

The following criterion are based on the students who submit a critique:

SR: 100 % of the students will rate 5 on the social responsibility portion of the rubric due to their attendance of the musical performance

COMM: 75 % of the students will demonstrate a minimum rating of 4 on the communication portion of the rubric, based on effective application of writing skills in the report

CT: 75 % of the students will demonstrate a minimum rating of 4 on the critical thinking portion of the rubric, based on their ability to support their opinion of the performance

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning



### 5.1.3 Academic Success

Critical Thinking-Students will be required to think creatively by researching and applying the language of music in an analysis of various pieces of music from various time periods, genres, and composers. They must synthesize the data in order to draw conclusions about each work.

Communication-Students will be expected to effectively development, interpret, and express their ideas through written communication in their critique.

Social Responsibility-Students will be provided the opportunity to enhance their intercultural competence as they explore various musical works and employ their civic responsibility to participate in opportunities to engage in their community's fine arts offerings.

#### **Outcome Results**

The following criterion are based on the f2f students who submitted a critique:

SR: Goal was that 100 % of the students would rate 5 on the social responsibility portion of the rubric

Ninety-six percent were successful in achieving this goal.

COMM: Goal was that 75 % of the students would demonstrate a minimum rating of 4 on the communication portion of the rubric

Seventy-five percent were successful in achieving this goal.

CT: Goal was that 75 % of the students would demonstrate a minimum rating of 4 on the critical thinking portion of the rubric

Ninety percent were successful in achieving this goal.

#### **Outcome Distance Learning Results**

The following criterion are based on the distance students who submitted a critique:

SR: Goal was that 100 % of the students would rate 5 on the social responsibility portion of the rubric

One hundred percent were successful in achieving this goal.

COMM: Goal was that 75 % of the students would demonstrate a minimum rating of 4 on the communication portion of the rubric

Ninety-one percent were successful in achieving this goal.

CT: Goal was that 75 % of the students would demonstrate a minimum rating of 4 on the critical thinking portion of the rubric

Ninety-one percent were successful in achieving this goal.

#### **Planned Improvement as an Outcome Result**

Overall, students were successful in achieving these goals. Except for personal tweaking, no changes are warranted at this time.

#### **Planned Distance Learning Improvement as an Outcome Result**

Overall, students were successful in achieving these goals. Except for personal tweaking, no changes are warranted at this time.

## \*MUSI 1306 Music Appreciation Education

**Plan** FY15 **Outcome** 7768  
**Period:** **ID#:**

### **Outcome Description**

Students will demonstrate an understanding of the elements of teamwork by participating in a group to fulfill an assignment that stems from their understanding of musical historical contexts, genres, terminology, and components.

### **Outcome Strategy**

Students will work together in a group setting to explore and analyze pieces of music based on the various elements explored in class.

### **Outcome Method**

Student's participation in the group assignment will be assessed using a rubric and peer evaluation. The components of the rubric will evaluate their participation in and commitment to fulfilling the group's goals.

### **Outcome Criterion**

Students who participate in the group activity will score the following on the teamwork element of the scoring rubric:

Teamwork- 80% will score at least 70% of the available points for this element

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Teamwork- Students must be able to consider different points of view as they evaluate each other's perspectives and application of musical elements discovered through class discussion as they work together to achieve the group's goal of analyzing a particular piece of music.

### **Outcome Results**

F2f students who participate in the group activity will score the following on the teamwork element of the scoring rubric:

Teamwork- Goal was that 80% would score at least 70% of the available points for this element  
Ninety-two percent successfully achieved this goal.

### **Outcome Distance Learning Results**

Distance students who participate in the group activity will score the following on the teamwork element of the scoring rubric:

Teamwork- Goal was that 80% would score at least 70% of the available points for this

element

One hundred percent successfully achieved this goal.

**Planned Improvement as an Outcome  
Result**

No significant changes are being considered at this time.

**Planned Distance Learning Improvement as an  
Outcome Result**

No significant changes are being considered at this time.

## \*MUSI 1307 Music Literature Education

**Plan** FY15 **Outcome** 7769  
**Period:** **ID#:**

### **Outcome Description**

The arts are vital components of a society's culture, health, and vigor. Therefore, it is essential whenever cultural events are available in a community that those events be attended by a broad spectrum of the community's citizens. Attendance at the events demonstrates active social responsibility because it ensures that such activities can continue to be offered in the future. Therefore, students will be encouraged to attend one outside musical event during the semester. Students will be required to write a critique of the event, exercising both their critical thinking and writing skills. The critique will include a historical background of the musical literature, language and terminology appropriate to the subject matter, and a supported opinion of the performance based on particular elements introduced in the course.

### **Outcome Strategy**

Students will learn of musical historical context, genres, terminology, and components from their textbook and through class discussions and will apply these elements to their written critique of the musical performance they attend.

### **Outcome Method**

Students' critique of a musical performance will be assessed using a rubric with a score range from 0-5, with 5 being highest. A score will be assigned to the following elements:

SR: Attendance at cultural event

COMM: Written report that reveals 1) understanding of the historical context and genre foundational to the music performed, and 2) effective application of collegiate writing skills

CT: Written report that reveals 1) application of musical elements, literature, and components to describe the musical performance, and 2) ability to effectively support an opinion of the performance using the language of music

### **Outcome Criterion**

Students who submit a critique will score the following:

SR: 100 % of the students will rate 5 on the social responsibility portion of the rubric due to their attendance of the musical performance

COM: 75 % of the students will demonstrate a minimum rating of 4 on the communication portion of the rubric, based on effective application of writing skills in the report

CT: 75 % of the students will demonstrate a minimum rating of 4 on the critical thinking portion of the rubric, based on their ability to apply appropriate terminology and support their opinion of the performance

This course is not offered as a distance course.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Critical Thinking-Students will be required to think creatively by researching and applying the language of music in an analysis of various pieces of music from various time periods, genres, and composers. They must synthesize the data in order to draw conclusions about each work.

Communication-Students will be expected to effectively development, interpret, and express their ideas through written communication in their critique.

Social Responsibility-Students will be provided the opportunity to enhance their intercultural competence as they explore the musical elements of various works and employ their civic responsibility to participate in opportunities to engage in their community-s fine arts offerings.

### **Outcome Results**

Students who submit a critique will score the following:

SR: Goal was that 100 % of the students would rate 5 on the social responsibility portion of the rubric

One hundred percent successfully met this goal.

COM: Goal was that 75 % of the students would demonstrate a minimum rating of 4 on the communication portion of the rubric

Eighty-two percent successfully met this goal.

CT: Goal was that 75 % of the students would demonstrate a minimum rating of 4 on the critical thinking portion of the rubric

Eighty-four percent successfully met this goal.

### **Outcome Distance Learning Results**

N/A

### **Planned Improvement as an Outcome Result**

No significant changes are being considered at this time.

### **Planned Distance Learning Improvement as an Outcome Result**

N/A

## \*MUSI 1307 Music Literature Education

**Plan** FY15 **Outcome** 7770  
**Period:** **ID#:**

### **Outcome Description**

Students will demonstrate an understanding of the elements of teamwork by participating in a group to fulfill an assignment that stems from their understanding of musical historical contexts, genres, terminology, and components.

### **Outcome Strategy**

Students will work together in a group setting to explore and analyze pieces of music based on the various elements explored in class.  
This course is not offered as a distance course.

### **Outcome Method**

Students' participation in the group assignment will be assessed using a rubric and peer evaluation. The components of the rubric will evaluate their participation in and commitment to fulfilling the group's goals.

### **Outcome Criterion**

Students who participate in the group activity will score the following on the teamwork element of the scoring rubric:

Teamwork- 80% will score at least 70% of the available points for this element

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Teamwork- Students must be able to consider different points of view as they evaluate each other's perspectives and application of musical elements discovered through class discussion as they work together to achieve the group's goal of analyzing a particular piece of music.

### **Outcome Results**

Students who participate in the group activity will score the following on the teamwork element of the scoring rubric:

Teamwork- Goal was that 80% would score at least 70% of the available points for this element  
Eighty-one percent successfully met this goal.

### **Outcome Distance Learning Results**

N/A

**Planned Improvement as an Outcome  
Result**

No significant changes are being considered at this time.

**Planned Distance Learning Improvement as an  
Outcome Result**

## \*MUSI 1310 American Popular Music Education

**Plan**           FY15  
**Period:**

**Outcome**       7771  
**ID#:**

### **Outcome Description**

The arts are vital components of a society's culture, health, and vigor. Therefore, it is essential whenever cultural events are available in a community that those events be attended by a broad spectrum of the community's citizens. Attendance at the events demonstrates active social responsibility because it ensures that such activities can continue to be offered in the future. Therefore, students will be encouraged to attend one outside musical event during the semester. Students will be required to write a critique of the event, exercising both their critical thinking and writing skills. The critique will include a historical background of the musical literature, language and terminology appropriate to the subject matter, and a supported opinion of the performance based on particular elements introduced in the course.

### **Outcome Strategy**

Students will learn of musical historical context, genres, terminology, and components from their textbook and through class discussions and will apply these elements to their written critique of the musical performance they attend.

### **Outcome Method**

Students' critique of a musical performance will be assessed using a rubric with a score range from 0-5, with 5 being highest. A score will be assigned to the following elements:

SR: Attendance at the cultural event

COMM: Written report that reveals 1) understanding of the historical context and genre foundational to the music performed, and 2) effective application of collegiate writing skills

CT: Written report that reveals 1) application of musical elements, literature, and components to describe the musical performance, and 2) ability to effectively support an opinion of the performance using the language of music

### **Outcome Criterion**

The following criterion are based on the students who submit a critique:

SR: 100 % of the students will rate 5 on the social responsibility portion of the rubric due to their attendance of the musical performance

COM: 75 % of the students will demonstrate a minimum rating of 4 on the communication portion of the rubric, based on effective application of writing skills in the report

CT: 75 % of the students will demonstrate a minimum rating of 4 on the critical thinking portion of the rubric, based on their ability to apply appropriate terminology and support their opinion of the performance

**Strategic Plan Relationship/General  
Education Goal**



Enhance Learning  
5.1.3 Academic Success

Critical Thinking-Students will be required to think creatively by researching and applying the language of music in an analysis of various pieces of music from various time periods, genres, and composers. They must synthesize the data in order to draw conclusions about each work.

Communication-Students will be expected to effectively development, interpret, and express their ideas through written communication in their critique.

Social Responsibility-Students will be provided the opportunity to enhance their intercultural competence as they explore the musical elements of various works and employ their civic responsibility to participate in opportunities to engage in their community's fine arts offerings.

**Outcome Results**

N/A This course was not taught this year

**Outcome Distance Learning Results**

N/A

**Planned Improvement as an Outcome Result**

N/A

**Planned Distance Learning Improvement as an Outcome Result**

N/A

## \*MUSI 1310 American Popular Music Education

**Plan** FY15 **Outcome** 7772  
**Period:** **ID#:**

### **Outcome Description**

Students will demonstrate an understanding of the elements of teamwork by participating in a group to fulfill an assignment that stems from their understanding of musical historical contexts, genres, terminology, and components.

### **Outcome Strategy**

Students will work together in a group setting to explore and analyze pieces of music based on the various elements explored in class.

### **Outcome Method**

Students' participation in the group assignment will be assessed using a rubric and peer evaluation. The components of the rubric will evaluate their participation in and commitment to fulfilling the group's goals.

### **Outcome Criterion**

Students who participate in the group activity will score the following on the teamwork element of the scoring rubric:

Teamwork- 80% will score at least 70% of the available points for this element

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Teamwork- Students must be able to consider different points of view as they evaluate each other's perspectives and application of musical elements discovered through class discussion as they work together to achieve the group's goal of analyzing a particular piece of music.

### **Outcome Results**

N/A This course was not taught this year.

### **Outcome Distance Learning Results**

N/A

### **Planned Improvement as an Outcome Result**

N/A

### **Planned Distance Learning Improvement as an Outcome Result**

N/A

## \*PHYS 1401 College Physics I Education

**Plan** FY15 **Outcome** 7717  
**Period:** **ID#:**

### **Outcome Description**

Communication skill - the student will accurately record experimental data and communicate the results clearly in a written report.

### **Outcome Strategy**

The student will write a laboratory report containing experimental data and analysis in a standard format to include an introductory section, data section and conclusion section.

### **Outcome Method**

Each student performing the experiment to measure the acceleration of gravity will write a lab report. The reports will be evaluated on a 100% scale for proper format, grammar, neatness, organization and completeness, with the introduction counting for 20%, the data section counting for 50% and the conclusion section counting for 30% of the total.  
Exemplary - score at least 90% on the lab report  
Acceptable - score at least 70% on the lab report  
Inadequate - score less than 70% on the lab report

### **Outcome Criterion**

70% of the students will score exemplary or acceptable on the evaluation instrument.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

This outcome directly relates to the students ability to communicate scientific results as related to Core Objective COM3.

### **Outcome Results**

46 students, representing all sections of Phys 1406 offered, were assessed. 89.1% were successful at the CORE Objective of Communication. We exceeded our goal.

### **Outcome Distance Learning Results**

No online sections of Phys 1406 were offered.

### **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, is planned.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, is planned.

## \*PHYS 1401 College Physics I Education

**Plan** FY15 **Outcome** 7718  
**Period:** **ID#:**

### **Outcome Description**

The student will identify and determine the components of linear motion under constant acceleration.

### **Outcome Strategy**

The students will gather experimental data, critically analyze the data, and use their analysis to determine the acceleration of gravity.

### **Outcome Method**

All students completing an experiment to measure the acceleration of gravity will be assessed.

Exemplary - obtains useful data, completes data analysis and obtains a value for the acceleration of gravity within 10% of the accepted value.

Acceptable - obtains useful data, completes data analysis, and obtains a value for gravity with more than 10% error

Unacceptable - obtains faulty data or fails to complete data analysis in determining the acceleration of gravity.

### **Outcome Criterion**

70% of the students will demonstrate exemplary or acceptable ratings.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

This outcome relates to a student's ability to engage in critical thinking in gathering data and generating conclusions.

### **Outcome Results**

46 students, representing all sections of Phys 1406 offered, were assessed. 87.01% were successful at the CORE Objective of Critical Thinking. We exceeded our goal.

### **Outcome Distance Learning Results**

No online sections of Phys 1406 were offered.

### **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, is planned.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, is planned.

## \*PHYS 1401 College Physics I Education

**Plan** FY15 **Outcome** 7719  
**Period:** **ID#:**

### **Outcome Description**

The student will perform calculations on linear motion with constant acceleration and analyze the results for quantitative accuracy.

### **Outcome Strategy**

The student will use experimental data to perform a series of calculations using the equations of motion for constant acceleration to obtain a value for the acceleration of gravity. The results of calculations will be compared statistically to an accepted result.

### **Outcome Method**

The assessment will be administered to all students completing an experiment to measure the acceleration of gravity. They will be evaluated on the criteria:

Exemplary - calculations will be completed accurately, in a proper format with significant figures, and within 10% of the accepted value.

Acceptable - calculations will be completed accurately, with some errors in format and significant figures within 10% of the accepted value.

Inadequate - calculations will not be completed accurately, there will be significant format errors, numerous errors in significant figures, or a final numerical error of greater than 10%

### **Outcome Criterion**

70% of the students will demonstrate exemplary or acceptable ratings.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

This LEAP will require students to calculate the acceleration of gravity using experimental data.

### **Outcome Results**

46 students, representing all sections of Phys 1406 offered, were assessed. 76.1% were successful at the CORE Objective of Empirical and Quantitative Reasoning. We exceeded our goal.

### **Outcome Distance Learning Results**

No online sections of Phys 1406 were offered.

### **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, is planned.

**Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, is planned.

## \*PHYS 1401 College Physics I Education

**Plan** FY15 **Outcome** 7720  
**Period:** **ID#:**

### **Outcome Description**

Students will work in teams to collect, analyze and report experimental data.

### **Outcome Strategy**

Students will work in groups performing an experiment to measure the acceleration of gravity. Each group member will perform activities to measure pertinent data, then share the data with the other group members and reach a consensus on the experimental result.

### **Outcome Method**

The assessment will be administered to all students completing an experiment to measure the acceleration of gravity. They will be evaluated on the criteria:  
Exemplary - the student will personally measure several experimental quantities and report these to the group, the student will independently perform calculations to contribute to the group, and the student will confirm in writing that they concur with the group results.

Acceptable - the student will personally measure at least one experimental quantity and report this to the group, will confirm calculations done by other group members, and confirm in writing that they concur with the group results.

Inadequate - the student will not personally measure any experimental data or will fail to support the group results.

### **Outcome Criterion**

70% of the students will demonstrate exemplary or acceptable ratings.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

This LEAP requires all Phys1401 lab sections to do an experiment on measuring the acceleration of gravity.

### **Outcome Results**

46 students, representing all sections of Phys 1406 offered, were assessed. 100% were successful at the CORE Objective of Teamwork. We exceeded our goal.

### **Outcome Distance Learning Results**

No online sections of Phys 1406 were offered.

### **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, is planned.

**Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, is planned.



## \*PHYS 1402 College Physics II Education

**Plan** FY15 **Outcome** 7721  
**Period:** **ID#:**

### **Outcome Description**

Record experimental work completely and accurately in laboratory notebooks, and communicate experimental results clearly in written reports.

### **Outcome Strategy**

The student will write a formal lab report using data from an experiment performed in class. The lab report will include an introductory section, data section and conclusion section.

### **Outcome Method**

The formal report will be graded on a 100% scale with the approximate point distribution: introduction or cover sheet (20%), data and data analysis (50%), summary page or questions (30%). Grading will consider correct application of theory, grammar, neatness and organization. Students will be deemed successful if they earn a composite score of 70%.

### **Outcome Criterion**

At least 70% of the students will earn at least 70% on the assessed lab report.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Communications standards CM1 and CM3

### **Outcome Results**

No sections of Phys 1402 were offered in Fall 2014, when all assessments were made.

### **Outcome Distance Learning Results**

No sections of Phys 1402 were offered in Fall 2014, when all assessments were made.

### **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, is planned. However, instructors will assess Phys 1402 students in Spring of 2016.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, is planned. However, instructors will assess Phys 1402 students in Spring of 2016.

## \*PHYS 1402 College Physics II Education

**Plan** FY15 **Outcome** 7722  
**Period:** **ID#:**

### **Outcome Description**

Outcome Description

1. Solve problems involving the inter-relationship of fundamental charged particles, and electrical forces, fields, and currents.

### **Outcome Strategy**

The student will perform an experiment to confirm Ohm's Law for electrical circuit elements. The student will form a plan of action to collect data, process the data, and analyze the results as related to the theory of Ohm's Law.

### **Outcome Method**

The successful student will obtain an answer for resistance within 10% of the accepted value.

### **Outcome Criterion**

At least 70% of the students will achieve the assessment goal.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Demonstrate Critical Thinking Standards 2 and 5.

### **Outcome Results**

No sections of Phys 1402 were offered in Fall 2014, when all assessments were made.

### **Outcome Distance Learning Results**

No sections of Phys 1402 were offered in Fall 2014, when all assessments were made.

### **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, is planned. However, instructors will assess Phys 1402 students in Spring of 2016.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, is planned. However, instructors will assess Phys 1402 students in Spring of 2016.

## \*PHYS 1402 College Physics II Education

**Plan** FY15 **Outcome** 7723  
**Period:** **ID#:**

### **Outcome Description**

Outcome Description

1. Solve problems involving the inter-relationship of fundamental charged particles and electrical forces, fields, and currents.

### **Outcome Strategy**

The students will use experimental data to perform a series of calculations to obtain a value for resistance of a resistor using Ohm's Law. The student will identify essential data, solve the quantitative problem and reach a conclusion on the value of resistance.

### **Outcome Method**

The student's calculations will be assessed on correct use of algebra, formulae, units, and significant figures. The resulting calculations will be graded on a 100% scale. Successful students will earn at least 70%.

### **Outcome Criterion**

At least 70% of the students will achieve 70% or higher on the assessed calculations.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Empirical and Quantitative Analysis Standards EQS 1, EQS 3, EQS 4, and EQS 5.

### **Outcome Results**

No sections of Phys 1402 were offered in Fall 2014, when all assessments were made.

### **Outcome Distance Learning Results**

No sections of Phys 1402 were offered in Fall 2014, when all assessments were made.

### **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, is planned. However, instructors will assess Phys 1402 students in Spring of 2016.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, is planned. However, instructors will assess Phys 1402 students in Spring of 2016.



**Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, is planned. However, instructors will assess Phys 1402 students in Spring of 2016.

## \*PHYS 1415 Physical Science I Education

**Plan** FY15 **Outcome** 7619  
**Period:** **ID#:**

### **Outcome Description**

The student will apply scientific theories to analyze data and report their results.

### **Outcome Strategy**

The student will work in small groups (TW) to carry out or conduct an experiment applying theory from the textbook or lecture (CT) and evaluate the reasonableness of their results (EQ). An oral or written presentation (CM) will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed.

### **Outcome Method**

Experimental reports will be used to evaluate the successful completion of the core objectives. The assessment will be accomplished from the relevant section of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT, EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core objective to be compared across all classes. Successful completion is achieving a score of 60%.

### **Outcome Criterion**

At least 60% of students evaluated will attain mastery of the measured core objective.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Requires students to apply theory from a textbook or lecture, and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed.

### **Outcome Results**

90 students, representing all 5 Fall 2014 sections and 1 Spring 2015 section, were assessed. 71.1% were successful at the CORE Objective of Critical Thinking. We exceeded our goal.

### **Outcome Distance Learning Results**

No online sections of Phys 1415 were offered in Fall 2014, when assessments were done.

### **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.



## \*PHYS 1415 Physical Science I Education

**Plan** FY15 **Outcome** 7620  
**Period:** **ID#:**

### **Outcome Description**

The student will apply scientific theories to analyze data and report their results.

### **Outcome Strategy**

The student will work in small groups (TW) to carry out or conduct an experiment applying theory from the textbook or lecture (CT) and evaluate the reasonableness of their results (EQ). An oral or written presentation (CM) will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed.

### **Outcome Method**

Experimental reports will be used to evaluate the successful completion of the core objectives. The assessment will be accomplished from the relevant section of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT, EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core objective to be compared across all classes. Successful completion is achieving a score of 60%.

### **Outcome Criterion**

At least 60% of students evaluated will attain mastery of the measured core objective.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Requires a written or oral presentation, and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed.

### **Outcome Results**

90 students, representing all 5 Fall 2014 sections and 1 Spring 2015 section, were assessed. 76.7% were successful at the CORE Objective of Communication. We exceeded our goal.

### **Outcome Distance Learning Results**

No online sections of Phys 1415 were offered in Fall 2014, when assessments were done.

### **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

## \*PHYS 1415 Physical Science I Education

**Plan** FY15 **Outcome** 7621  
**Period:** **ID#:**

### **Outcome Description**

The student will apply scientific theories to analyze data and report their results.

### **Outcome Strategy**

The student will work in small groups (TW) to carry out or conduct an experiment applying theory from the textbook or lecture (CT) and evaluate the reasonableness of their results (EQ). An oral or written presentation (CM) will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed.

### **Outcome Method**

Experimental reports will be used to evaluate the successful completion of the core objectives. The assessment will be accomplished from the relevant section of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT, EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core objective to be compared across all classes. Successful completion is achieving a score of 60%.

### **Outcome Criterion**

At least 60% of students evaluated will attain mastery of the measured core objective.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Students must evaluate the reasonableness of their results, and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed.

### **Outcome Results**

90 students, representing all 5 Fall 2014 sections and 1 Spring 2015 section, were assessed. 83.3% were successful at the CORE Objective of Empirical & Quantitative Reasoning. We exceeded our goal.

### **Outcome Distance Learning Results**

No online sections of Phys 1415 were offered in Fall 2014, when assessments were done.

### **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

## \*PHYS 1415 Physical Science I Education

**Plan** FY15 **Outcome** 7622  
**Period:** **ID#:**

### **Outcome Description**

The student will apply scientific theories to analyze data and report their results.

### **Outcome Strategy**

The student will work in small groups (TW) to carry out or conduct an experiment applying theory from the textbook or lecture (CT) and evaluate the reasonableness of their results (EQ). An oral or written presentation (CM) will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed.

### **Outcome Method**

Experimental reports will be used to evaluate the successful completion of the core objectives. The assessment will be accomplished from the relevant section of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT, EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core objective to be compared across all classes. Successful completion is achieving a score of 60%.

### **Outcome Criterion**

At least 60% of students evaluated will attain mastery of the measured core objective.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

The students will work in small groups, and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed.

### **Outcome Results**

90 students, representing all 5 Fall 2014 sections and 1 Spring 2015 section, were assessed. 83.3% were successful at the CORE Objective of Teamwork. We exceeded our goal.

### **Outcome Distance Learning Results**

No online sections of Phys 1415 were offered in Fall 2014, when assessments were done.

### **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

## \*PHYS 1417 Physical Science II Education

**Plan** FY15 **Outcome** 7675  
**Period:** **ID#:**

### **Outcome Description**

The student will apply scientific theories to analyze data and report their results.

### **Outcome Strategy**

The students will work in small groups (TW) to carry out or conduct an experiment applying theory from the textbook or lecture (CT) and evaluate the reasonableness of their results (EQ). An oral or written presentation (CM) will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed.

### **Outcome Method**

Experimental reports will be used to evaluate the successful completion of the core objective. The assessment will be accomplished from the relevant section of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT, EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core objective to be compared across all classes. Successful completion is achieving a score of 60%.

### **Outcome Criterion**

At least 60% of students evaluated will attain mastery of the measured core objective.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Critical Thinking Skills - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

CT1, CT2, CT3 are all applicable.

### **Outcome Results**

60 students, representing all Fall 2014 sections and 3 Spring 2015 sections of Phys 1417, were assessed. 88.3% of these were successful at the CORE Objective of Critical Thinking. We exceeded our goal.

### **Outcome Distance Learning Results**

25 students, representing two online sections of Phys 1417 from 2 campuses, were assessed. 88% were successful at the CORE Objective of Critical Thinking. We exceeded our goal.

### **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

**Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

## \*PHYS 1417 Physical Science II Education

**Plan Period:** FY15

**Outcome ID#:** 7676

### **Outcome Description**

The student will apply scientific theories to analyze data and report their results.

### **Outcome Strategy**

The students will work in small groups (TW) to carry out or conduct an experiment applying theory from the textbook or lecture (CT) and evaluate the reasonableness of their results (EQ). An oral or written presentation (CM) will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed.

### **Outcome Method**

Experimental reports will be used to evaluate the successful completion of the core objective. The assessment will be accomplished from the relevant section of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT, EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core objective to be compared across all classes. Successful completion is achieving a score of 60%.

### **Outcome Criterion**

At least 60% of students evaluated will attain mastery of the measured core objective.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Communication Skills - To include effective development, interpretation and expression of ideas through written, oral and visual communication.  
COM 5 is applicable.

### **Outcome Results**

60 students, representing all Fall 2014 sections and 3 Spring 2015 sections of Phys 1417, were assessed. 95% of these were successful at the CORE Objective of Communication. We exceeded our goal.

### **Outcome Distance Learning Results**

25 students, representing two online sections of Phys 1417 from 2 campuses, were assessed. 100% were successful at the CORE Objective of Communication. We exceeded our goal.

### **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

## \*PHYS 1417 Physical Science II Education

**Plan** FY15 **Outcome** 7677  
**Period:** **ID#:**

### **Outcome Description**

The student will apply scientific theories to analyze data and report their results.

### **Outcome Strategy**

The students will work in small groups (TW) to carry out or conduct an experiment applying theory from the textbook or lecture (CT) and evaluate the reasonableness of their results (EQ). An oral or written presentation (CM) will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed.

### **Outcome Method**

Experimental reports will be used to evaluate the successful completion of the core objective. The assessment will be accomplished from the relevant section of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT, EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core objective to be compared across all classes. Successful completion is achieving a score of 60%.

### **Outcome Criterion**

At least 60% of students evaluated will attain mastery of the measured core objective.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Empirical and Quantitative Skills - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

EQ1 and EQ3 are applicable.

### **Outcome Results**

60 students, representing all Fall 2014 sections and 3 Spring 2015 sections of Phys 1417, were assessed. 88.3% of these were successful at the CORE Objective of Empirical & Quantitative Reasoning. We exceeded our goal.

### **Outcome Distance Learning Results**

25 students, representing two online sections of Phys 1417 from 2 campuses, were assessed. 84% were successful at the CORE Objective of Empirical & Quantitative Reasoning. We exceeded our goal.

### **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

**Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.



## \*PHYS 1417 Physical Science II Education

**Plan**           FY15  
**Period:**

**Outcome**       7678  
**ID#:**

### **Outcome Description**

The student will apply scientific theories to analyze data and report their results.

### **Outcome Strategy**

The students will work in small groups (TW) to carry out or conduct an experiment applying theory from the textbook or lecture (CT) and evaluate the reasonableness of their results (EQ). An oral or written presentation (CM) will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed.

### **Outcome Method**

Experimental reports will be used to evaluate the successful completion of the core objective. The assessment will be accomplished from the relevant section of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT, EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core objective to be compared across all classes. Successful completion is achieving a score of 60%.

### **Outcome Criterion**

At least 60% of students evaluated will attain mastery of the measured core objective.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Teamwork - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

TW 2 is applicable.

### **Outcome Results**

60 students, representing all Fall 2014 sections and 3 Spring 2015 sections of Phys 1417, were assessed. 96.7% of these were successful at the CORE Objective of Teamwork. We exceeded our goal.

### **Outcome Distance Learning Results**

25 students, representing two online sections of Phys 1417 from 2 campuses, were assessed. 92% were successful at the CORE Objective of Teamwork. We exceeded our goal.

### **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

**Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

## \*PHYS 2425 University Physics I Education

**Plan** FY15 **Outcome** 7725  
**Period:** **ID#:**

### **Outcome Description**

Student learning outcome 12 - Prepare laboratory reports that clearly communicate experimental information in a logical and scientific manner.

### **Outcome Strategy**

The student will write a laboratory report containing experimental data and analysis in a standard format to include an introductory section, data section and conclusion section.

### **Outcome Method**

Each student performing the experiment to measure the acceleration of gravity will write a lab report. The reports will be evaluated on a 100% scale for proper format, grammar, neatness, organization and completeness, with the introduction counting for 20%, the data section counting for 50% and the conclusion section counting for 30% of the total.  
Exemplary - score at least 90% on the lab report  
Acceptable - score at least 70% on the lab report  
Inadequate - score less than 70% on the lab report

### **Outcome Criterion**

70% of the students will score exemplary or acceptable on the evaluation instrument.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

This outcome directly relates to the students ability to communicate scientific results as related to Core Objective COM3.

### **Outcome Results**

16 students, representing 4 sections of Phys 2425 labs, were assessed. 100% were successful at the CORE Objective of Communication. We exceeded our goal.

### **Outcome Distance Learning Results**

No online sections of Phys 2425 were offered.

### **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

## \*PHYS 2425 University Physics I Education

**Plan** FY15 **Outcome** 7726  
**Period:** **ID#:**

### **Outcome Description**

Student learning outcome 1 - Determine the components of linear motion, especially motion under conditions of constant acceleration.

### **Outcome Strategy**

The students will gather experimental data, critically analyze the data, and use their analysis to determine the acceleration of gravity.

### **Outcome Method**

All students completing an experiment to measure the acceleration of gravity will be assessed.

Exemplary - obtains useful data, completes data analysis and obtains a value for the acceleration of gravity within 10% of the accepted value.

Acceptable - obtains useful data, completes data analysis, and obtains a value for gravity with more than 10% error

Unacceptable - obtains faulty data or fails to complete data analysis in determining the acceleration of gravity.

### **Outcome Criterion**

70% of the students will demonstrate exemplary or acceptable ratings

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

This outcome relates to a student's ability to engage in critical thinking in gathering data and generating conclusions.

### **Outcome Results**

16 students, representing 4 sections of Phys 2425 labs, were assessed. 100% were successful at the CORE Objective of Critical Thinking. We exceeded our goal.

### **Outcome Distance Learning Results**

No online sections of Phys 2425 were offered.

### **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

## \*PHYS 2425 University Physics I Education

**Plan** FY15 **Outcome** 7727  
**Period:** **ID#:**

### **Outcome Description**

Learning outcome 1 - Determine the components of linear motion, especially motion under conditions of constant acceleration.

### **Outcome Strategy**

The student will use experimental data to perform a series of calculations using the equations of motion for constant acceleration to obtain a value for the acceleration of gravity. The results of calculations will be compared statistically to an accepted result.

### **Outcome Method**

The assessment will be administered to all students completing an experiment to measure the acceleration of gravity. They will be evaluated on the criteria:

Exemplary - calculations will be completed accurately, in a proper format with significant figures, and within 10% of the accepted value.

Acceptable - calculations will be completed accurately, with some errors in format and significant figures within 10% of the accepted value.

Inadequate - calculations will not be completed accurately, there will be significant format errors, numerous errors in significant figures, or a final numerical error of greater than 10%

### **Outcome Criterion**

70% of the students will demonstrate exemplary or acceptable rating

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

This LEAP will require students to calculate the acceleration of gravity using experimental data.

### **Outcome Results**

16 students, representing 4 sections of Phys 2425 labs, were assessed. 81.3% were successful at the CORE Objective of Empirical & Quantitative Reasoning. We exceeded our goal.

### **Outcome Distance Learning Results**

No online sections of Phys 2425 were offered.

### **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

**Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

## \*PHYS 2425 University Physics I Education

**Plan** FY15 **Outcome** 7728  
**Period:** **ID#:**

### **Outcome Description**

Learning outcome 14 - Conduct basic laboratory experiments involving classical mechanics.

### **Outcome Strategy**

Students will work in groups performing an experiment to measure the acceleration of gravity. Each group member will perform activities to measure pertinent data, then share the data with the other group members and reach a consensus on the experimental result.

### **Outcome Method**

The assessment will be administered to all students completing an experiment to measure the acceleration of gravity. They will be evaluated on the criteria:  
Exemplary - the student will personally measure several experimental quantities and report these to the group, the student will independently perform calculations to contribute to the group, and the student will confirm in writing that they concur with the group results.  
Acceptable - the student will personally measure at least one experimental quantity and report this to the group, will confirm calculations done by other group members, and confirm in writing that they concur with the group results.  
Inadequate - the student will not personally measure any experimental data or will fail to support the group results.

### **Outcome Criterion**

70% of the students will demonstrate exemplary or acceptable ratings.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

This LEAP requires all Phys2425 lab students to work in teams.

### **Outcome Results**

16 students, representing 4 sections of Phys 2425 labs, were assessed. 100% were successful at the CORE Objective of Teamwork. We exceeded our goal.

### **Outcome Distance Learning Results**

No online sections of Phys 2425 were offered.

### **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

**Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.



## \*PHYS 2426 University Physics II Education

**Plan** FY15 **Outcome** 7729  
**Period:** **ID#:**

### **Outcome Description**

Student learning outcome 12 - Prepare laboratory reports that clearly communicate experimental information in a logical and scientific manner.

### **Outcome Strategy**

The student will write a laboratory report containing experimental data and analysis in a standard format to include an introductory section, data section and conclusion section.

### **Outcome Method**

Each student performing the experiment to measure electrical resistance will write a lab report. The reports will be evaluated on a 100% scale for proper format, grammar, neatness, organization and completeness, with the introduction counting for 20%, the data section counting for 50% and the conclusion section counting for 30% of the total.

Exemplary - score at least 90% on the lab report

Acceptable - score at least 70% on the lab report

Inadequate - score less than 70% on the lab report

### **Outcome Criterion**

70% of the students will score exemplary or acceptable on the evaluation instrument.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success

This outcome directly relates to the students ability to communicate scientific results as related to Core Objective COM3.

### **Outcome Results**

10 students from the only section of Phys 2426 were assessed. 100% were successful at the CORE Objective of Communication. We exceeded our goal.

### **Outcome Distance Learning Results**

No online section of Phys 2426 was offered.

### **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

## \*PHYS 2426 University Physics II Education

**Plan** FY15 **Outcome** 7730  
**Period:** **ID#:**

### **Outcome Description**

Learning outcome 6 - Apply Ohm's law to the solution of problems.

### **Outcome Strategy**

The students will gather experimental data, critically analyze the data, and use their analysis to determine electrical resistance.

### **Outcome Method**

All students completing an experiment to measure the acceleration of gravity will be assessed.

Exemplary - obtains useful data, completes data analysis and obtains a value for the resistance of a resistor within 10% of the accepted value.

Acceptable - obtains useful data, completes data analysis, and obtains a value for resistance with more than 10% error

Unacceptable - obtains faulty data or fails to complete data analysis in determining the resistance.

### **Outcome Criterion**

70% of the students will demonstrate exemplary or acceptable ratings.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

This outcome relates to a student's ability to engage in critical thinking in gathering data and generating conclusions.

### **Outcome Results**

10 students from the only section of Phys 2426 were assessed. 100% were successful at the CORE Objective of Critical Thinking. We exceeded our goal.

### **Outcome Distance Learning Results**

No online section of Phys 2426 was offered.

### **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

## \*PHYS 2426 University Physics II Education

**Plan Period:** FY15

**Outcome ID#:** 7731

### **Outcome Description**

Learning outcome 6 - Apply Ohm's law to the solution of problems.

### **Outcome Strategy**

The student will use experimental data to perform a series of calculations using the equations of resistivity, current and Ohm's law. The results of calculations will be compared statistically to an accepted result.

### **Outcome Method**

The assessment will be administered to all students completing an experiment to measure the acceleration of gravity. They will be evaluated on the criteria:

Exemplary - calculations will be completed accurately, in a proper format with significant figures, and within 10% of the accepted value.

Acceptable - calculations will be completed accurately, with some errors in format and significant figures within 10% of the accepted value.

Inadequate - calculations will not be completed accurately, there will be significant format errors, numerous errors in significant figures, or a final numerical error of greater than 10%

### **Outcome Criterion**

70% of the students will demonstrate exemplary or acceptable ratings.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

This LEAP will require students to perform an experiment on Ohm's law, and analyze the experimental data.

### **Outcome Results**

10 students from the only section of Phys 2426 were assessed. 100% were successful at the CORE Objective of Empirical & Quantitative Reasoning. We exceeded our goal.

### **Outcome Distance Learning Results**

No online section of Phys 2426 was offered.

### **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

## \*PHYS 2426 University Physics II Education

**Plan Period:** FY15

**Outcome ID#:** 7732

### **Outcome Description**

Learning outcome 13 - conduct basic laboratory experiments involving electricity and magnetism.

### **Outcome Strategy**

Students will work in groups performing an experiment to measure current, voltage and confirm Ohm's law. Each group member will perform activities to measure pertinent data, then share the data with the other group members and reach a consensus on the experimental result.

### **Outcome Method**

The assessment will be administered to all students completing an experiment to measure the acceleration of gravity. They will be evaluated on the criteria:

Exemplary - the student will personally measure several experimental quantities and report these to the group, the student will independently perform calculations to contribute to the group, and the student will confirm in writing that they concur with the group results.

Acceptable - the student will personally measure at least one experimental quantity and report this to the group, will confirm calculations done by other group members, and confirm in writing that they concur with the group results.

Inadequate - the student will not personally measure any experimental data or will fail to support the group results.

### **Outcome Criterion**

70% of the students will demonstrate exemplary or acceptable ratings.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

The students will work in groups and obtain their data by collective effort.

### **Outcome Results**

10 students from the only section of Phys 2426 were assessed. 100% were successful at the CORE Objective of Teamwork. We exceeded our goal.

### **Outcome Distance Learning Results**

No online section of Phys 2426 was offered.

### **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.



## \*PSYC 2301 General Psychology Education

**Plan** FY15 **Outcome** 7744  
**Period:** **ID#:**

### **Outcome Description**

Students will describe the prominent perspectives and approaches used in the study of psychology.

### **Outcome Strategy**

Students will identify and research a case involving tragedy resulting from the acts of a person suggested to be psychologically disturbed. Using a biopsychosocial approach, the student will consider causation of the subject's behavior from a minimum of three complementary psychological perspectives.

### **Outcome Method**

An In-class assessment will be utilized at the conclusion of the study of psychological perspectives. Students will be required to apply the biopsychosocial approach, demonstrating an understanding of the various complementary perspectives in the field of psychology. Each student will be evaluated for critical thinking as determined by the following common rubric:

SUPERIOR - Clear understanding & application of the biopsychosocial approach; No misinformation or misuse of terms; Effectively justifies arguments for 3 perspectives with appropriate examples  
EXCELLENT- Clear understanding & application of the biopsychosocial approach; Only one term misused; Effectively justifies arguments for 2 perspectives with appropriate examples

FAIR- Adequate understanding & application of the biopsychosocial approach; No more than 2 terms misused; Adequately justifies 2 perspectives with weaker examples

POOR- Poor understanding of the biopsychosocial approach; More than 5 terms misused; inability to apply theoretical concepts

A written report will be collected from each student at the conclusion of the study of psychological perspectives and will be evaluated for communication using the following common rubric: SUPERIOR- No misspelled words; Well-constructed sentences; good grammar; No format errors

EXCELLENT- No more than 2 spelling errors; No more than 2 grammar or construction errors; No more than 1 format error

FAIR- No more than 5 spelling errors; No more than 5 grammar or construction errors; No more than 2 format errors

POOR- More than 5 spelling errors; More than 5 grammar or construction errors; More than 5 format errors

A written report will be collected from each student at the conclusion of the study of psychological perspectives and will be evaluated for social responsibility using the following common rubric: SUPERIOR - Clearly Identifies community factors which contribute to disorders; Identifies multiple resources/services; Offers 3 clear examples for improvement of services

EXCELLENT- Clearly identifies community factors which contribute to disorders; Identifies multiple resources/services; Offers 2 clear examples for improvement of services

FAIR- Clearly identifies community factors which contribute to disorders; Identifies only two resources/services; Offers 1 clear example for improvement of services

POOR- Vague description of community factors which contribute to disorders; Identifies only 1 resource; Provides no examples for improvement of services

### **Outcome Criterion**

70% of the students will demonstrate a SUPERIOR or EXCELLENT rating when demonstrating their understanding and application of the prominent perspectives and approaches used in the study of psychology in the critical thinking objective.

70% of the students will demonstrate a SUPERIOR or EXCELLENT rating when demonstrating their understanding and application of the prominent perspectives and approaches used in the study of psychology in the communication objective.

70% of the students will demonstrate a SUPERIOR or EXCELLENT rating when demonstrating their understanding and application of the prominent perspectives and approaches used in the study of psychology in the social responsibility objective.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

This outcome directly relates to students' ability to engage in critical thinking through the generation of alternative explanations for determining the causation of behavior and mental processes. Application of the biopsychosocial approach requires students to establish connections and provide justification between biological, psychological and social-cultural influences typified in the 7 major theoretical perspectives through the demonstration of innovation, evaluation and synthesis strategies.

This outcome directly relates to students' ability to engage in communication skills. The documentation of research and relevant findings requires the student to effectively develop, interpret and express ideas utilizing written communication.

This outcome directly relates to students' ability demonstrate social responsibility through the demonstration of civic responsibility and community engagement as they identify possible causative factors for the presentation of psychological disorders within the community, evaluate available resources and provide suggestions for improvement of said resources.

### **Outcome Results**

Two out of the 4 objectives were met. 66% scored 60% or more on the critical thinking objective and 62% on the empirical and quantitative skills. 42% scored 60% or better on social responsibility and communication. Numerous meetings were held in the Fall and Spring semesters as well as one immediately after the Spring semester ended to determine new strategies.

### **Outcome Distance Learning Results**

1 of the four objectives was met in distance classes. 60% scored at least 24 out of 30 on the EQS objective. Only 47 scored 24 or better on communication, 58% on critical thinking and 55% on social responsibility.

### **Planned Improvement as an Outcome Result**

Since a large percent of the objectives were not met then these will be repeated for the 15-16. The instructors will again meet to iron out details they feel may have contributed to this.

**Planned Distance Learning Improvement as an Outcome Result**

Since a large percent of the objectives were not met then these will be repeated for the 15-16. The instructors will again meet to iron out details they feel may have contributed to this.



## \*PSYC 2301 General Psychology Education

**Plan Period:** FY15

**Outcome ID#:** 7745

### **Outcome Description**

Students will identify research methods and their characteristics used in the scientific study of psychology.

### **Outcome Strategy**

Utilizing a standardized departmental measure, students will be able to identify types of research methodology, the steps and components of experimental design and the process of random sampling. Students will be required to differentiate between positive and negative correlations and consider results to confirm or deny a given hypothesis.

### **Outcome Method**

Upon completion of the study of scientific methodology, all students will be evaluated for empirical and quantitative skills as measured by a standardized department measure with a performance scale of 0 - 100%.

### **Outcome Criterion**

70% of all students will respond correctly to 70% or more of the questions on the standardized departmental measure in the empirical and quantitative objective.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

This outcome, through the use of an objective measure, directly relates to students' ability to demonstrate empirical and quantitative skills including the analysis of numerical data and the use of observable facts to develop informed conclusions as they distinguish between descriptive, correlational and experimental methods of research; demonstrate an understanding of the steps involved in experimental design; understand the manipulation of independent and dependent variables to determine cause and effect and the process of random sampling; engage in the analysis of results to confirm or deny a given hypothesis and determine positive and negative correlations.

### **Outcome Results**

This objective was met with 75 % of the students completing over 70% of the questions.

### **Outcome Distance Learning Results**

This objective was met with 72% of the students meeting over 70% of the questions.

### **Planned Improvement as an Outcome Result**

These will be repeated since it is the first time to be used

### **Planned Distance Learning Improvement as an Outcome Result**

These will be repeated since it is the first time to be used,

## \*PSYC 2314 Human Growth and Development Education

**Plan** FY15  
**Period:**

**Outcome** 7746  
**ID#:**

### **Outcome Description**

Students will engage in the discussion of the various causes or reasons for disturbances in the developmental process.

### **Outcome Strategy**

Students will prepare a life review project utilizing an interview process. The subject's life experiences will be documented in a narrative/biographical format. Relating knowledge gained in the classroom to real life experiences, students will interpret and apply findings to Erik Erikson's Psychosocial Theory of Personality presenting arguments supporting a positive or negative outcome of each crisis considered.

### **Outcome Method**

An in-class assessment will be utilized at the conclusion of the study of Erik Erikson's Psychosocial Theory of Personality. Students will be required to demonstrate an understanding of the various causes or reasons for disturbances in the developmental process as suggested by this crisis theory through the analysis, evaluation and synthesis of information. Each student will be evaluated for critical thinking as determined by the following common rubric:

**SUPERIOR-** Clear understanding & application of theoretical approach; No misinformation or misuse of terms; Analysis of 4 crises is clear and justified with multiple egs.

**EXCELLENT-** Clear understanding & application of theoretical approach; No more than one term misused; Analysis of 3 crises is clear and justified with multiple egs.

**FAIR-** Adequate understanding & application of theoretical approach; No more than 2 terms misused; Analysis of theory lacks support with only 2 crises addressed.

**POOR-** Poor understanding of theoretical approach; More than 5 terms misused; inability to apply theoretical concepts to more than 1 crisis.

A written report will be collected from each student at the conclusion of the study of Erik Erikson's Psychosocial Theory of Personality and will be evaluated for communication using the following common rubric:

**SUPERIOR-** No misspelled words; Well-constructed sentences; good grammar; No format errors

**EXCELLENT-** No more than 2 spelling errors; No more than 2 grammar or construction errors; No more than 1 format error

**FAIR-** No more than 5 spelling errors; No more than 5 grammar or structure errors; No more than 2 format errors

**POOR-** More than 5 spelling errors; More than 5 grammar or structure errors; More than 5 format errors

A written report will be collected from each student at the conclusion of the study of Erik Erikson's Psychosocial Personality Theory and will be evaluated for social responsibility using the following common rubric:

**SUPERIOR-** Clearly identifies how parents, teachers & other role models can utilize the theory to promote positive psychosocial development with a minimum of 4 concrete examples provided

EXCELLENT-Clearly identifies how parents, teachers & other role models can utilize the theory to remote positive social development with a minimum of 3 concrete exam les provided

FAIR - Clearly identifies how parents, teachers and other role models can utilize the theory to promote positive psychosocial development with a minimum of 2 concrete examples provided

POOR - Vague Identification of how parents, teachers and other role models can utilize this theory to promote positive psychosocial development Only one concrete example provided.

### **Outcome Criterion**

70% of the students will demonstrate a SUPERIOR or EXCELLENT rating when demonstrating an understanding of the various causes or reasons for disturbances in the developmental process in the critical thinking objective.

70% of the students will demonstrate a SUPERIOR or EXCELLENT rating when demonstrating an understanding of the various causes or reasons for disturbances In the developmental process in the communication objective.

70% of the students will demonstrate a SUPERIOR or EXCELLENT rating when demonstrating an understanding of the various causes or reasons for disturbances In the developmental process in the social responsibility objective.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

This outcome directly relates to students' ability to engage in critical thinking through the generation of alternative explanations for determining the causation of disturbances in the developmental process.

Application of this theoretical approach requires students to establish connections between influences and provide justification of arguments supporting positive and negative crises outcomes through the demonstration of innovation, evaluation and synthesis strategies.

This outcome directly relates to students' ability to engage in communication skills. The documentation of research and relevant findings requires the student to effectively develop, interpret and express ideas utilizing written communication.

This outcome directly relates to students' ability to demonstrate social responsibility through the demonstration of civic responsibility and community engagement in the consideration of innovative suggestions for parents, teachers and other role models to promote positive psychosocial development.

### **Outcome Results**

1 of the four objectives was met in distance classes. 77% scored at least 24 out of 30 on the critical thinking objective. Only 58 scored 24 or better on communication, 56% on critical thinking and 57% on social responsibility.

### **Outcome Distance Learning Results**

3 out of 4 of the objectives were achieved with only communication scoring 55% making 24 or better out of 30. 71% did so on critical thinking, 63% on ESQ, and 66% on social responsibility.

### **Planned Improvement as an Outcome Result**

Since this was the first year for the new rubrics and all were met it was determined that they should be repeated to insure reliability in the instrument. More time will be spent in the filling out of reporting forms as well. More attention will also be paid to raising the scores into the 70% range.

**Planned Distance Learning Improvement as an Outcome Result**

Changes as a Result of Evaluation -Distance Learning

Since this was the first year for the new rubrics and all were met it was determined that they should be repeated to insure reliability in the instrument. More time will be spent in the filling out of reporting forms as well. More attention will also be paid to raising the scores into the 70% range.

## \*PSYC 2314 Human Growth and Development Education

**Plan Period:** FY15

**Outcome ID#:** 7747

### **Outcome Description**

Students will identify research methods and their characteristics used in the scientific study of psychology.

### **Outcome Strategy**

Utilizing a standardized departmental measure, students will be able to identify types of research methodology, the steps and components of experimental design and the process of random sampling. Students will be required to differentiate between positive and negative correlations and consider results to confirm or deny a given hypothesis.

### **Outcome Method**

Upon completion of the study of scientific methodology, all students will be evaluated for empirical and quantitative skills as measured by a standardized department measure with a performance scale of 0-100%.

### **Outcome Criterion**

70% of all the students will respond correctly to 70% or more of the objective questions on the standardized departmental measure in the empirical and quantitative objective.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

This outcome through the use of an objective measure, directly relates to students' ability to demonstrate empirical and quantitative skills including the analysis of numerical data and the use of observable facts to develop informed conclusions as they distinguish between descriptive, correlational and experimental methods of research; demonstrate an understanding of the steps involved in experimental design; understand the manipulation of independent and dependent variables to determine cause and effect and the process of random sampling; engage in the analysis of results to confirm or deny a given hypothesis and determine positive and negative correlations.

### **Outcome Results**

This objective was met with 75 % of the students completing over 70% of the questions.

### **Outcome Distance Learning Results**

This objective was met with 72 % of the students completing over 70% of the questions.

### **Planned Improvement as an Outcome Result**

Since this was the first year for the new rubrics and all were met it was determined that they should be repeated to insure reliability in the instrument. More time will be spent in the filling out of reporting forms as well. More attention will also be paid to raising the scores into the 70% range.

### **Planned Distance Learning Improvement as an Outcome Result**

Since this was the first year for the new rubrics and all were met it was determined that they should be repeated to insure reliability in the instrument. More time will be spent in the filling out of reporting forms as well. More attention will also be paid to raising the scores into the 70% range.

## \*SOC1 1301 Introduction to Sociology Education

**Plan** FY15 **Outcome** 7645  
**Period:** **ID#:**

### **Outcome Description**

Students will identify the various methodological approaches to the collection and analysis of data in sociology. (SLO #2)

### **Outcome Strategy**

Students will conduct research in the field by carrying out a set of behaviors, writing the results, analyzing the data, and drawing conclusions upon their findings.

### **Outcome Method**

A written report will be collected from each student at the end of our study on methodology and data collection and will be evaluated for critical thinking application using the following scale:

Exemplary Makes substantial contribution; stimulates additional thought; effectively and thoroughly justifies argument

Acceptable Makes substantial contribution; adequately justifies the argument with minimal support

Inadequate Vague report without evidence of significant effort; no mention of justification or support for the statements provided

A written report will be collected from each student at the end of our study on methodology and data collection and will be evaluated for communication using the following scale:

Exemplary No misspelled words; well-constructed sentences with good grammar; No format errors

Acceptable No more than 2 spelling errors; no more than 2 grammatical or structural errors; No more than 1 format error

Inadequate More than 2 spelling errors; more than 2 grammatical or structural errors; more than 1 format error

A written report will be collected from each student at the end of our study on methodology and data collection and will be evaluated for empirical and quantitative skills using the following scale:

Exemplary Analysis of collected data is appropriate and accurate and no inaccurate information or misuse of terms

Acceptable Analysis of collected data is appropriate and largely accurate with misuse of no more than 1 data term or concept

Inadequate Analysis of the collected data is inaccurate or not relative or more than 1 concept or data term is misused

### **Outcome Criterion**

70 % of the students will demonstrate an exemplary or acceptable rating when documenting their analysis of the data and providing conclusions of their findings in the critical thinking objective

70 % of the students will demonstrate an exemplary or acceptable rating when documenting their analysis of the data and providing conclusions of their findings in the

communication objective

70 % of the students will demonstrate an exemplary or acceptable rating when documenting their analysis of the data and providing conclusions of their findings in the empirical and quantitative skills

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success

This outcome directly relates to students' ability to engage in critical thinking, as conducting research, collecting data and generating conclusions about the data requires the student to demonstrate innovation, evaluation, and synthesis strategies.

This outcome directly relates to students' ability to engage in communication skills, as documenting the conducted research and relevant findings involves effective development, interpretation and expression of ideas using written communication.

This outcome directly relates to students' ability to engage in empirical and quantitative skills, as conducting research, collecting data and generating conclusions about the data requires the student to manipulate and analyze numerical data of observable facts.

### **Outcome Results**

Data revealed that all 4 of the core objectives were met. 73% scored 60% or better on communication, 66% on critical thinking, 77% on personal responsibility, and 75% on social responsibility. The critical objective was a little surprising considering the other 3 were in the 70"s but it still met the objectives.

### **Outcome Distance Learning Results**

Data revealed that all 4 of the core objectives were met. 77% scored 60% or better on communication, 74% on critical thinking, 78% on personal responsibility, and 68% on social responsibility. Again social responsibility was a little surprising but was met.

### **Planned Improvement as an Outcome Result**

Since this was the first year for the new rubrics and all were met it was determined that they should be repeated to insure reliability in the instrument. More time will be spent in the filling out of reporting forms as well.

### **Planned Distance Learning Improvement as an Outcome Result**

Since this was the first year for the new rubrics and all were met it was determined that they should be repeated to insure reliability in the instrument. More time will be spent in the filling out of reporting forms as well.



## \*SOC1 1301 Introduction to Sociology Education

**Plan** FY15 **Outcome** 7646  
**Period:** **ID#:**

### **Outcome Description**

Students will be able to describe key concepts used sociology.

### **Outcome Strategy**

Students will be required to attend a civic function, school board meeting, community activity or a state or national meeting about needs. A written report using proper grammatical usage will be submitted as well as a list of sociological terms used during the meeting. Power points over various cultural differences will be given to show real world differences.

### **Outcome Method**

A written report will be collected from each student at the end of our study and the attendance at a function and will be evaluated for communication using the following scale:

Exemplary - No misspelled words; well-constructed sentences with good grammar; no format errors

Acceptable- No more than 2 spelling errors; no more than 2 grammatical or structural errors; no more than 1 format error

Inadequate- More than 2 spelling errors; more than 2 grammatical or structural errors ; more than 1 format error

A written report will be collected from each student at the end of the function showing that they attended the function and found a list of words used in the meeting using the following scale:

Exemplary- More than 8 terms or concepts will be identified.

Acceptable - between 2 and 7 terms or concepts will be identified

Inadequate - Less than 2 terms or concepts will be identified.

### **Outcome Criterion**

70% of the students will demonstrate an exemplary or acceptable rating when documenting their written report of the function that they attended in the communication objective.

70% of the students will score an exemplary or acceptable rating when documenting their written report of the attendance and listing of terms and concepts in the social responsibility objective.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

The outcome directly relates to the students ability to engage in communication skills as documenting the needs addressed in the function involves effective development, interpretation and expression of ideas using written communication.

The outcome directly relates to the students ability to attend and comprehend the terms and concepts of a sociological nature and to identify the needs of the function they attend.

### **Outcome Results**

The class met all 4 objectives with better than 70% rates but had less than 10 students and so it was easier to get them to do it.

### **Outcome Distance Learning Results**

Data revealed that all objectives were met with 60% or better with scores ranging from 63% to 70%. The first 2 were in the 60's range and the last 2 in the higher 60's to 70 range.

### **Planned Improvement as an Outcome Result**

Since this was the first year for the new rubrics and all were met it was determined that they should be repeated to insure reliability in the instrument. More time will be spent in the filling out of reporting forms as well. This face to face is offered only in the Spring semester and is usually less than 10 students so the data may not compare to a larger class. Since we are now doing all sociology this outcome will not be used next year,

### **Planned Distance Learning Improvement as an Outcome Result**

Since this was the first year for the new rubrics and all were met it was determined that they should be repeated to insure reliability in the instrument. More time will be spent in the filling out of reporting forms as well.

## \*SOCI 1306 Contemporary Social Problems Education

**Plan**            FY15  
**Period:**

**Outcome**        7647  
**ID#:**

### **Outcome Description**

Students will be able to discuss how solutions to social problems are often contentious due to diverse values in society.

### **Outcome Strategy**

Students will attend a civic, school, community, state or national meeting or a court case involving topics which has diverse opinions and attitudes among the participants. Historical research on a past problem could be done individually or in groups using proper research techniques and then have oral discussions to present the evidence found.

### **Outcome Method**

#### Assessment Method

A group written report will be collected from students assigned to a group at the end of the historical research and will be evaluated for critical thinking application using the following scale:

Exemplary - Makes substantial contribution; stimulates additional thought; effectively and thoroughly justifies argument

Acceptable - Makes substantial contribution; adequately justifies the argument with minimal support

Inadequate - Vague report without evidence of significant effort; no mention of justification or support for the statements provided

A group written report will be collected from students assigned to a group at the end of gathering historical data and will be evaluated for communication using the following scale:

Exemplary - No misspelled words; well-constructed sentences with good grammar; No format errors

Acceptable - No more than 2 spelling errors; no more than 2 grammatical or structural errors; No more than 1 format error

Inadequate - More than 2 spelling errors; more than 2 grammatical or structural errors; more than 1 format error

A group written report will be collected from students assigned to a group at the end of gathering historical data and will be evaluated for empirical and quantitative skills using the following scale:

Exemplary - Analysis of collected data is appropriate and accurate and no inaccurate information or misuse of terms

Acceptable - Analysis of collected data is appropriate and largely accurate with misuse of no more than 1 data term or concept

Inadequate - Analysis of the collected data is inaccurate or not relative or more than 1 concept

A group written report will be collected from student assigned to a group at the end of the function showing that they attended the function and found a list of words used in the meeting using the following scale:

Exemplary- More than 8 terms or concepts will be identified.  
Acceptable - between 2 and 7 terms or concepts will be identified  
Inadequate - Less than 2 terms or concepts will be identified.

### **Outcome Criterion**

Criterion (Expected Outcome)

70 % of the students will demonstrate an exemplary or acceptable rating when documenting their analysis of the data and providing conclusions of their findings in the critical thinking objective

70 % of the students will demonstrate an exemplary or acceptable rating when documenting their analysis of the data and providing conclusions of their findings in the communication objective

70 % of the students will demonstrate an exemplary or acceptable rating when documenting their analysis of the data and providing conclusions of their findings in the empirical and quantitative skills

70% of the students will demonstrate an exemplary or acceptable rating when documenting their analysis of the data and providing conclusions of their findings and in attending a function showing social responsibility.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

This outcome directly relates to students' ability to engage in critical thinking, as conducting research, collecting data and generating conclusions about the data requires the student to demonstrate innovation, evaluation, and synthesis strategies.

This outcome directly relates to students' ability to engage in communication skills, as documenting the conducted research and relevant findings involves effective development, interpretation and expression of ideas using written communication.

This outcome directly relates to students' ability to engage in empirical and quantitative skills, as conducting research, collecting data and generating conclusions about the data requires the student to manipulate and analyze numerical data of observable facts.

### **Outcome Results**

The data revealed that all objectives were met with scores in the 70's range. The number of students was less than 10 so it may not compare to a larger class.

### **Outcome Distance Learning Results**

Data revealed that all objectives were met with the first 2 in the lower 60's and the last 2 in the 68 to 70 range.

### **Planned Improvement as an Outcome Result**

Since this was the first year for the new rubrics and all were met it was determined that they should be repeated to insure reliability in the instrument. More time will be spent in the filling out of reporting forms as well. This class is only offered in the Spring semester and usually has less than 10 students which may not make it compare to larger classes.

### **Planned Distance Learning Improvement as an Outcome Result**

Since this was the first year for the new rubrics and all were met it was determined that they should be repeated to insure reliability in the instrument. More time will be spent in the filling out of reporting forms as well.

## \*SOCI 2301 Marriage and the Family Education

**Plan** FY15 **Outcome** 7734  
**Period:** **ID#:**

### **Outcome Description**

Students will be able to critically evaluate such issues as sexuality, partner choices, resolving marital issues, having and raising children, and combining work with family.

### **Outcome Strategy**

Students will pick a topic such as sexuality, partner choice, resolving marital issues, having and raising children, or combining work with family and use the internet to investigate historical information from which they will write a report using proper research techniques and grammatical usage and be graded on the rubrics.

### **Outcome Method**

#### Assessment Method

A written report will be collected from each student at the end of our study on methodology and data collection and will be evaluated for critical thinking application using the following scale:

Exemplary - Makes substantial contribution; stimulates additional thought; effectively and thoroughly justifies argument

Acceptable - Makes substantial contribution; adequately justifies the argument with minimal support

Inadequate - Vague report without evidence of significant effort; no mention of justification or support for the statements provided

A written report will be collected from each student at the end of our study on methodology and data collection and will be evaluated for communication using the following scale:

Exemplary - No misspelled words; well-constructed sentences with good grammar; No format errors

Acceptable - No more than 2 spelling errors; no more than 2 grammatical or structural errors; No more than 1 format error

Inadequate - More than 2 spelling errors; more than 2 grammatical or structural errors; more than 1 format error

A written report will be collected from each student at the end of our study on methodology and data collection and will be evaluated for empirical and quantitative skills using the following scale:

Exemplary - Analysis of collected data is appropriate and accurate and no inaccurate information or misuse of terms

Acceptable - Analysis of collected data is appropriate and largely accurate with misuse of no more than 1 data term or concept

Inadequate - Analysis of the collected data is inaccurate or not relative or more than 1 concept or data term is misused

### **Outcome Criterion**

65 % of the students will demonstrate an exemplary or acceptable rating when documenting their analysis of the data and providing conclusions of their findings in the critical thinking objective

65 % of the students will demonstrate an exemplary or acceptable rating when documenting their analysis of the data and providing conclusions of their findings in the communication objective

65 % of the students will demonstrate an exemplary or acceptable rating when documenting their analysis of the data and providing conclusions of their findings in the empirical and quantitative

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success

Narrative of the relationship to the Learning Initiative

This outcome directly relates to students' ability to engage in critical thinking, as conducting research, collecting data and generating conclusions about the data requires the student to demonstrate innovation, evaluation, and synthesis strategies.

This outcome directly relates to students' ability to engage in communication skills, as documenting the conducted research and relevant findings involves effective development, interpretation and expression of ideas using written communication.

This outcome directly relates to students' ability to engage in empirical and quantitative skills, as conducting research, collecting data and generating conclusions about the data requires the student to manipulate and analyze numerical data of observable facts.

### **Outcome Results**

The data revealed that three of the 4 objectives were met with the first one reaching only 63 % instead of 65. The other three had 66% on critical thinking, 71% on responsibility and 70% on social responsibility. This is offered only in the Fall semester and numbers are sometimes low as it was in this year.

### **Outcome Distance Learning Results**

The data revealed that all 4 were met in the 66 to 72% range.

### **Planned Improvement as an Outcome Result**

Since this was the first year for the new rubrics and 3 of the 4 were met it was determined that they should be repeated to insure reliability in the instrument. More time will be spent in the filling out of reporting forms as well. This class is only offered in the Fall semester and usually has less than 10 students or no more than 15 which may not make it compare to larger classes.

### **Planned Distance Learning Improvement as an Outcome Result**

Since this was the first year for the new rubrics and all were met it was determined that they should be repeated to insure reliability in the instrument. More time will be spent in the filling out of reporting forms as well.

## \*SOCI 2301 Marriage and the Family Education

**Plan** FY15 **Outcome** 7736  
**Period:** **ID#:**

### **Outcome Description**

Students will describe some of the historical changes and current trends regarding the structural nature of the American family including the role of gender in relationships.

### **Outcome Strategy**

Students will do a written paper emphasizing proper grammatical usage and proper research techniques on either gender roles in relationships or current trends in the American family.

### **Outcome Method**

A written report will be collected from each student at the end of our study on gender relationships and family structure and will be evaluated for communication using the following scale:

Exemplary - No misspelled words; well-constructed sentences with good grammar; No format errors

Acceptable - No more than 2 spelling errors; no more than 2 grammatical or structural errors; No more than 1 format error

Inadequate - More than 2 spelling errors; more than 2 grammatical or structural errors; more than 1 format error

A written report will be collected from each student showing a list of words used in the used in the research using the following scale:

Exemplary - More than 8 terms or concepts will be identified.

Acceptable - between 2 and 7 terms or concepts will be identified

Inadequate - Less than 2 terms or concepts will be identified.

### **Outcome Criterion**

65 % of the students will demonstrate an exemplary or acceptable rating when documenting their analysis of the data and providing conclusions of their findings in the social responsibility objective.

65 % of the students will demonstrate an exemplary or acceptable rating when documenting their analysis of the data and providing conclusions of their findings in the communication objective.

65 % of the students will demonstrate an exemplary or acceptable rating when documenting their analysis of the data and providing conclusions of their findings in the empirical and quantitative skills.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success



This outcome directly relates to students' ability to engage in social responsibility, as conducting research looking for sociological concepts and terms requires the student to demonstrate innovation, evaluation, and synthesis strategies.

This outcome directly relates to students' ability to engage in communication skills, as documenting the conducted research and relevant findings involves effective development, interpretation and expression of ideas using written communication.

This outcome directly relates to students' ability to engage in empirical and quantitative skills, as conducting research, collecting data and generating conclusions about the data requires the student to manipulate and analyze numerical data of observable facts.

### **Outcome Results**

### **Outcome Distance Learning Results**

### **Planned Improvement as an Outcome Result**

Since this was the first year for the new rubrics and all were met it was determined that they should be repeated to insure reliability in the instrument. More time will be spent in the filling out of reporting forms as well. This class is only offered in the Fall semester and usually has less than 10 students or not more than 15 which may not make it compare to larger classes. Since we are now doing all three courses this outcome will not be retained.

### **Planned Distance Learning Improvement as an Outcome Result**

Since this was the first year for the new rubrics and all were met it was determined that they should be repeated to insure reliability in the instrument. More time will be spent in the filling out of reporting forms as well. This class is only offered in the Fall and Spring semesters and usually has smaller numbers of students which may not make it compare to larger classes. This will not be retained for next year.

## \*SPAN 1411 Elementary Spanish I Education

**Plan** FY15 **Outcome** 7605  
**Period:** **ID#:**

### **Outcome Description**

1. Identify and discuss traditions, customs and values of the Hispanic world, and compare and contrast them with characteristics of their own culture.

### **Outcome Strategy**

Student groups will be assigned to particular nations in the Spanish language world, and they will discuss foods, traditions, and differences in cultures. Students will learn a song by a famous singer from each of the 5 countries studied in this course.

### **Outcome Method**

This outcome will be scored from 0 to 4 based upon a program assessment tool. The areas assessed will measure social responsibility, communication, critical thinking, and communication.

### **Outcome Criterion**

65% of all students will have a rating of 3 or better on the scoring rubric for Spanish 1411

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

This outcome directly relates to Critical Thinking and Communication skills by requiring students to analyze, evaluate, and synthesis a major concept in the course material and then clearly express their understanding in oral format.

### **Outcome Results**

Students identified and discussed traditions, customs and values of the Hispanic world, and compared and contrasted them with characteristics of their own culture.

Student groups were assigned to particular nations in the Spanish language world, and they discussed foods, traditions, and differences in cultures. Students learned a song by a famous singer from each of the 5 countries studied in this course. 92.3% scored above the 3 on the scoring rubric threshold.

### **Outcome Distance Learning Results**

Students identified and discussed traditions, customs and values of the Hispanic world, and compared and contrasted them with characteristics of their own culture.

Student groups were assigned to particular nations in the Spanish language world, and they discussed foods, traditions, and differences in cultures. Students learned a song by a famous singer from each of the 5 countries studied in this course. 80% scored above the 3 on the scoring rubric threshold. PowerPoint presentations were employed

**Planned Improvement as an Outcome Result**

PowerPoint will be required for future reporting cycles in face to face presentations.

**Planned Distance Learning Improvement as an Outcome Result**

None are needed at the present time.

## \*SPAN 1412 Elementary Spanish II Education

**Plan** FY15 **Outcome** 7609  
**Period:** **ID#:**

### **Outcome Description**

1. Identify and discuss traditions, customs and values of the Hispanic world.

### **Outcome Strategy**

The students will study various religious and secular customs and holidays celebrated in Spanish language countries and field answers in a panel setting.

### **Outcome Method**

This outcome will be scored from 0 to 4 based upon a program assessment tool. The areas assessed will measure social responsibility, communication, critical thinking, and communication.

### **Outcome Criterion**

65% of all students will have a rating of 3 or better on the scoring rubric for Spanish 1412.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

This outcome directly relates to Critical Thinking, Communication, and Social Responsibility areas by requiring students to analyze, evaluate, and synthesis a major concept in the course material and then clearly express their understanding in oral format.

### **Outcome Results**

The students studied various religious and secular customs and holidays celebrated in Spanish language countries and fielded answers in a panel setting. 80% demonstrated a level of 3 or better on the scoring rubric.

### **Outcome Distance Learning Results**

The students studied various religious and secular customs and holidays celebrated in Spanish language countries and fielded answers in a panel setting. 80% demonstrated a level of 3 or better on the scoring rubric.

### **Planned Improvement as an Outcome Result**

This data was combined for the face to face and distance courses. In the future the results will be segregated.

### **Planned Distance Learning Improvement as an Outcome Result**

This data was combined for the face to face and distance courses. In the future the results will be segregated.

## \*SPAN 2311 Intermediate Spanish I Education

**Plan** FY15 **Outcome** 7611  
**Period:** **ID#:**

### **Outcome Description**

1. Produce oral Spanish comprehensible to native speakers using complex grammatical structures to narrate, describe, and elicit information.

### **Outcome Strategy**

Students will engage in community interviews with native speakers and report to class employing a variety of media.

### **Outcome Method**

This outcome will be scored from 0 to 4 based upon a program assessment tool. The areas assessed will measure social responsibility, communication, critical thinking, and communication.

### **Outcome Criterion**

65% of all students will have a rating of 3 or better on the scoring rubric for Spanish 2311.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

This outcome directly relates to Critical Thinking, Communication, and Social Responsibility skills by requiring students to analyze, evaluate, and synthesis a major concept in the course material and then clearly express their understanding in oral format.

### **Outcome Results**

Students that participated were only enrolled in the online class.

### **Outcome Distance Learning Results**

Students produced oral Spanish comprehensible to native speakers using complex grammatical structures to narrate, describe, and elicit information. Students engaged in community interviews with native speakers and reported to class employing a variety of media.

These employed the use of all moods of the language. 93.75% of the students demonstrated a grade of 3 or above on the rubric provided.

### **Planned Improvement as an Outcome Result**

Embedded faculty will have to provide the face to face data in the next reporting cycle.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes are expected. The presentations met the criteria.

## \*SPAN 2312 Intermediate Spanish II Education

**Plan** FY15 **Outcome** 7612  
**Period:** **ID#:**

### **Outcome Description**

1. Students will summarize authentic spoken discourse produced by Spanish speakers of diverse origins.

### **Outcome Strategy**

Students will be assigned one country corresponding to each culture in the Encuentro Cultural unit in the textbook. The student will verbally present information over the assigned information to the class. The professor will engage with the student in a reflective question/answer dialogue that will lead the student to explore all necessary points regarding key ideas, authors/works, historical and cultural events, and perspectives/attitudes.

### **Outcome Method**

This outcome will be scored from 0 to 4 based upon a program assessment tool. The areas assessed will measure social responsibility, communication, critical thinking, and communication.

### **Outcome Criterion**

65% of all students will have a rating of 3 or better on the scoring rubric for Spanish 2312.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

This outcome directly relates to Critical Thinking, Communication, Personal Responsibility, and Social Responsibility skills by requiring students to analyze, evaluate, and synthesis a major concept in the course material and then clearly express their understanding in oral format.

### **Outcome Results**

There were not any 2312 face to face classes to report findings.

### **Outcome Distance Learning Results**

Students were assigned one country corresponding to each culture in the Encuentro Cultural unit in the textbook. The students verbally presented information over the assigned information to the class. The professor engaged each student in a reflective question/answer dialogue that lead the student to explore all necessary points regarding key ideas, authors/works, historical and cultural events, and perspectives/attitudes. 94% demonstrated competency in these areas.

### **Planned Improvement as an Outcome Result**

Embedded faculty will have to report in future cycles.

**Planned Distance Learning Improvement as an Outcome Result**

None are expected at the present time.

## \*SPCH 1315 Public Speaking Education

**Plan** FY15  
**Period:**

**Outcome** 7763  
**ID#:**

### **Outcome Description**

Students will demonstrate an understanding of the foundational models of communication by developing and presenting a public speech. They will utilize their critical thinking skills and communication skills to research, write, and deliver an extemporaneous speech. Additionally, they will practice personal responsibility as they move through the various steps in the speech-making process, fulfill the expectations of the assignment, and reflect on their performance in light of their goals.

### **Outcome Strategy**

The extemporaneous speech-creation and presentation process will employ the following features:

-In developing an informative, persuasive, entertainment, or special occasion speech, students will determine a topic of interest and apply the principles of audience analysis to analyze the appropriateness or effectiveness of a topic, resource material, and/or audiovisual selections. The audience analysis will help the student/speaker better understand the diversity of the audience and guide her/him in adapting the elements of the to the audience's demographics, thus allowing the student to connect classroom with life experiences.

-Working individually or in groups, students will select a topic and produce a specific purpose and central idea and will formulate three main ideas; these will be evaluated based on the connection of content with the main topic, logic, and accuracy.

-Students will apply the principles of research by completing a guided assignment to search for and evaluate sources. Students will learn to specify a research goal, generate alternatives, consider risks, and/or choose better sources, as they find, test and use different resources as to the validity of the source.

- Students will orally present speeches and will be evaluated for mechanics, structure, and connection of content with main topic, logic and accuracy and depth of content. The scoring rubric will also be used to evaluate the appropriateness and effectiveness of the verbal and nonverbal element

### **Outcome Method**

A written outline will accompany an oral presentation, both of which will be assessed using a rubric. The components of the rubric will allow the evaluation of critical thinking, communication skills, and social responsibility.

### **Outcome Criterion**

Students who present a public speech will score the following on each section of the scoring rubric:

Critical Thinking ? 80% will score at least 70% of the available points for this component  
Communication ?80% will score at least 70% of the available points for this component  
Personal Responsibility-80% will score at least 70% of the available points for this component



## **Strategic Plan Relationship/General Education Goal**

### Enhance Learning

#### 5.1.3 Academic Success

Critical Thinking Students will be required to think creatively by using research, including audience analysis, to analyze the appropriateness and effectiveness of a topic, resource material, and/or audiovisual selections. They must synthesize the data in order to draw conclusions and make choices.

Communication Students will be expected to effectively development, interpret, and express their ideas through written, oral, and visual communication through their presentation.

Personal Responsibility By documenting their self-reflection on various elements of their performance, students will be able to connect choices, actions, and consequences to ethical decision-making.

### **Outcome Results**

Students who presented a public speech scored the following on each section of the scoring rubric:

Critical Thinking -

Goal=80% will score at least 70% of the available points for this component  
Eighty-five percent of students achieved this goal.

Communication -

Goal=80% will score at least 70% of the available points for this component  
Eighty-seven percent of students achieved this goal.

Personal Responsibility-

Goal=80% will score at least 70% of the available points for this component  
Eighty-eight percent of students achieved this goal.

### **Outcome Distance Learning Results**

Distance students who presented a public speech scored the following on each section of the scoring rubric:

Critical Thinking -

Goal=80% will score at least 70% of the available points for this component  
Seventy-six percent of students achieved this goal.

Communication -

Goal=80% will score at least 70% of the available points for this component  
Eighty-eight percent of students achieved this goal.

Personal Responsibility-

Goal=80% will score at least 70% of the available points for this component  
Eighty-two percent of students achieved this goal.

### **Planned Improvement as an Outcome Result**

Students achieved all three goals in this course. No changes are being considered at this time.

All faculty participated in the LEAPs process, including distance, embedded, and other adjunct faculty.

**Planned Distance Learning Improvement as an Outcome Result**

Students achieved two of the three goals (all but critical thinking). Instructors are shifting to a new textbook which has more on-line ancillaries to help students utilize concepts introduced in class; perhaps this will assist them in applying critical thinking skills.

## \*SPCH 1315 Public Speaking Education

**Plan** FY15 **Outcome** 7764  
**Period:** **ID#:**

### **Outcome Description**

Students will demonstrate an understanding of the elements of teamwork by participating in a group to fulfill an assignment that stems from the process of developing and presenting a public speech.

### **Outcome Strategy**

Working in groups, students will complete at least one step in the speech-development process. Their effective participation will be determined by the instructor and/or their team members.

### **Outcome Method**

Students' participation in the group assignment will be assessed using a rubric. The components of the rubric will allow the evaluation of their participation in and commitment to fulfilling the group's goals.

### **Outcome Criterion**

Students who participate in the group activity will score the following on the teamwork element of the scoring rubric:

Teamwork- 80% will score at least 90% of the available points for this component

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Teamwork Students must be able to consider different points of view as they evaluate each other's perspectives, choices, and/or conclusions shared in the group activity utilized during the formative process.

### **Outcome Results**

Students who participated in the group activity scored the following on the teamwork element of the scoring rubric:

Teamwork-  
Goal=80% will score at least 90% of the available points for this component  
Ninety-three percent of students achieved this goal.

### **Outcome Distance Learning Results**

Distance students who participated in the group activity scored the following on the teamwork element of the scoring rubric:

Teamwork-

Goal=80% will score at least 90% of the available points for this component  
Sixty-three percent of students achieved this goal.

**Planned Improvement as an Outcome  
Result**

No changes are being considered at this time.

All faculty members participated in the reporting of LEAP assessment results this year.

**Planned Distance Learning Improvement as an  
Outcome Result**

Distance students were not successful in achieving this goal. Faculty are considering ways to incentivize and engage distance students to participate more fully in team-based activities.

## \*SPCH 1321 Business and Professional Speech Education

**Plan** FY15  
**Period:**

**Outcome** 7765  
**ID#:**

### **Outcome Description**

Students will demonstrate an understanding of the foundational models of communication by developing and presenting a public speech. They will utilize their critical thinking skills and communication skills to research, write, and deliver an extemporaneous speech. Additionally, they will practice personal responsibility as they move through the various steps in the speech-making process, fulfill the expectations of the assignment, and reflect on their performance in light of their goals.

### **Outcome Strategy**

The extemporaneous speech-creation and presentation process will employ the following features:

-In developing an informative, persuasive, entertainment, or special occasion speech, students will determine a topic of interest and apply the principles of audience analysis to analyze the appropriateness or effectiveness of a topic, resource material, and/or audiovisual selections. The audience analysis will help the student/speaker better understand the diversity of the audience and guide her/him in adapting the elements of the to the audience's demographics, thus allowing the student to connect classroom with life experiences.

-Working individually or in groups, students will select a topic and produce a specific purpose and central idea and will formulate three main ideas; these will be evaluated based on the connection of content with the main topic, logic, and accuracy.

-Students will apply the principles of research by completing a guided assignment to search for and evaluate sources. Students will learn to specify a research goal, generate alternatives, consider risks, and/or choose better sources, as they find, test and use different resources as to the validity of the source.

- Students will orally present speeches and will be evaluated for mechanics, structure, and connection of content with main topic, logic and accuracy and depth of content. The scoring rubric will also be used to evaluate the appropriateness and effectiveness of the verbal and nonverbal element

### **Outcome Method**

A written outline will accompany an oral presentation, both of which will be assessed using a rubric. The components of the rubric will allow the evaluation of critical thinking, communication skills, and social responsibility.

### **Outcome Criterion**

Students who present a public speech will score the following on each section of the scoring rubric:

Critical Thinking ? 80% will score at least 70% of the available points for this component  
Communication ?80% will score at least 70% of the available points for this component  
Personal Responsibility-80% will score at least 70% of the available points for this

component

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success

Critical Thinking Students will be required to think creatively by using research, including audience analysis, to analyze the appropriateness and effectiveness of a topic, resource material, and/or audiovisual selections. They must synthesize the data in order to draw conclusions and make choices.

Communication Students will be expected to effectively development, interpret, and express their ideas through written, oral, and visual communication through their presentation.

Personal Responsibility By documenting their self-reflection on various elements of their performance, students will be able to connect choices, actions, and consequences to ethical decision-making.

### **Outcome Results**

Students who presented a public speech scored the following on each section of the scoring rubric:

Critical Thinking-

Goal=80% will score at least 70% of the available points for this component

Eighty-six percent of students achieved this goal.

Communication-Goal=80% will score at least 70% of the available points for this component

Ninety-nine percent of students achieved this goal.

Personal Responsibility-

Goal=80% will score at least 70% of the available points for this component

Seventy-two percent of students achieved this goal.

### **Outcome Distance Learning Results**

Distance students who presented a public speech scored the following on each section of the scoring rubric:

Critical Thinking-

Goal=80% will score at least 70% of the available points for this component

Seventy-three percent of students achieved this goal.

Communication-Goal=80% will score at least 70% of the available points for this component

Eighty-eight percent of students achieved this goal.

Personal Responsibility-

Goal=80% will score at least 70% of the available points for this component

Seventy-eight percent of students achieved this goal.

### **Planned Improvement as an Outcome Result**

Students achieved two of the three goals, all but personal responsibility. The results were lower than desired but not altogether horrible. Faculty are considering ways to engage

students to participate in the speech-building process in a productive and timely manner such as setting small goals and grading individual steps.

**Planned Distance Learning Improvement as an Outcome Result**

Students achieved one of the three goals. Faculty continually search for and consider techniques to engage students in distance courses. Ironically, distance students scored higher in personal responsibility than the f2f students.

## \*SPCH 1321 Business and Professional Speech Education

**Plan Period:** FY15

**Outcome ID#:** 7766

### **Outcome Description**

Students will demonstrate an understanding of the elements of teamwork by participating in a group to fulfill an assignment that stems from the process of developing and presenting a public speech.

### **Outcome Strategy**

Working in groups, students will complete at least one step in the speech-development process. Their effective participation will be determined by the instructor and/or their team members.

### **Outcome Method**

Students' participation in the group assignment will be assessed using a rubric. The components of the rubric will allow the evaluation of their participation in and commitment to fulfilling the group's goals.

### **Outcome Criterion**

Students who participate in the group activity will score the following on the teamwork element of the scoring rubric:

Teamwork- 80% will score 90% of the available points for this component

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Teamwork Students must be able to consider different points of view as they evaluate each other's perspectives, choices, and/or conclusions shared in the group activity utilized during the formative process.

### **Outcome Results**

Of the students who participated in the group activity, 88% of them were able to effectively share in the group activity utilized during the formative process as expected.

### **Outcome Distance Learning Results**

N/A

### **Planned Improvement as an Outcome Result**

This activity is valuable and will be continued as planned.

### **Planned Distance Learning Improvement as an Outcome Result**

N/A



# Accounting Education

**Plan** FY15  
**Period:**

**Outcome** 7821  
**ID#:**

## **Outcome Description**

Student in Financial Accounting 2401 will be able to describe the importance of Control over inventory. Students will be able to Determine the cost of inventory under the perpetual inventory system using the FIFO, LIFO, and weighted average cost methods.

## **Outcome Strategy**

An understanding of the desired outcome by the students will be gained through the textbook material, class interaction, practice exercises/problems, accounting transparencies/electronic display, power point slides and question and answer activities, Accounting audio modules, You Tube videos and lectures.

## **Outcome Method**

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

## **Outcome Criterion**

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

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

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

## **Outcome Results**

Eighty-four per cent (84%) of the students assessed scored at least seventy percent (70%) accuracy when assessed on this learning outcome. This is for Face to Face students.

## **Outcome Distance Learning Results**

Eighty-per cent (80%) of the students assessed scored at least seventy percent (70%) accuracy when assessed on this learning outcome.

## **Planned Improvement as an Outcome Result**

No changes recommended for Face to face class.

## **Planned Distance Learning Improvement as an Outcome Result**

No changes recommended for the internet class.

# Accounting Education

**Plan**           FY15  
**Period:**

**Outcome**       7822  
**ID#:**

## **Outcome Description**

Students in Accounting 2401 Financial Accounting will be able to assemble, read, interpret, analyze and journalize accounting transactions in a standard two column journal, Analyze Accounting information dealing with the end of an Accounting period for a Service Enterprise, additionally, calculate a balance in each account in the ledger, and then prepare an Income Statement, Equity Statement and a Balance Sheet.

## **Outcome Strategy**

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

## **Outcome Method**

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

## **Outcome Criterion**

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

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

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

## **Outcome Results**

Eighty-nine (89%) of the students assessed scored at least seventy percent (70%) accuracy when assessed on this learning outcome. This is for Face to Face only students.

## **Outcome Distance Learning Results**

Seventy five per cent (75%) of the students assessed scored at least seventy percent (70%) accuracy when assessed on this learning outcome.

## **Planned Improvement as an Outcome Result**

No changes recommended for this objective

**Planned Distance Learning Improvement as an Outcome Result**

No changes recommended as a result of the percent passing the objective.

# Accounting Education

**Plan**           FY15  
**Period:**

**Outcome**       7823  
**ID#:**

## **Outcome Description**

Students in Accounting 2402 Managerial Accounting will be able to describe the characteristics and terminology of bonds payable. Additionally, the students will journalize entries for bonds payable.

## **Outcome Strategy**

An understanding of the desired outcome by the students will be gained through the textbook material, class interaction, practice exercises/problems, accounting transparencies/electronic display, power point slides and question and answer activities, Accounting audio modules, You Tube videos and lectures.

## **Outcome Method**

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

## **Outcome Criterion**

## **Strategic Plan Relationship/General Education Goal**

## **Outcome Results**

One hundred (100%) of the students assessed scored at least seventy percent (70%) accuracy when assessed on this learning outcome. This is for Face to Face students.

## **Outcome Distance Learning Results**

Eighty-six per cent (86%) of the students assessed scored at least seventy percent (70%) accuracy when assessed on this learning outcome. This is for the distance education classes only.

## **Planned Improvement as an Outcome Result**

No changes recommended for Face to face class.

## **Planned Distance Learning Improvement as an Outcome Result**

No changes recommended for the internet classes.

## Communications/Journalism Education

**Plan** FY15 **Outcome** 7761  
**Period:** **ID#:**

### **Outcome Description**

Students will be able to write and edit news stories using proper grammar, journalistic style, structure and mechanics. They will also understand how to cover a news beat, distinguishing the difference between hard, soft and feature news stories for the convergent media.

### **Outcome Strategy**

The students in COMM 1129 (Journalism Workshop), COMM 2311 (News Gathering and Reporting), COMM 2309 (News Editing and Copy Reading), COMM 2329 (Writing for Radio, TV and Film), and/or COMM 2332 (Video Production I) will work individually and collectively on the digital version of the News-Journal. Students will write stories and produce multimedia projects for the paper's website. The faculty adviser will provide instruction and guidance and will closely monitor the students' progress.

### **Outcome Method**

Primarily, journalism students will be assessed by the number and quality stories and/or projects they produce, as determined by the program coordinator. Additionally, to gauge the overall effectiveness of the digital version of the News-Journal and the publication's website, awards and/or honors received from the Texas Community College Journalism Association and the Texas Intercollegiate Press Association will also be used as means of assessment.

### **Outcome Criterion**

Eighty percent of the students who complete the afore-mentioned courses will produce at least five (5) stories or projects each year. Their projects will be created using Associated Press (AP) style, with sufficient quality to be used for their professional portfolios, as determined by the program coordinator

### **Strategic Plan Relationship/General Education Goal**

N/A - This LEAP is for non-core courses.

### **Outcome Results**

The goal was for 80% of the students who complete the afore-mentioned courses to produce at least five (5) stories or projects. Their projects will be created using Associated Press (AP) style, with sufficient quality to be used for their professional portfolios, as determined by the program coordinator.  
Thirty percent of the f2f students accomplished this goal.

### **Outcome Distance Learning Results**

N/A

### **Planned Improvement as an Outcome Result**

The program coordinator/instructor is concerned about the students' quality of writing. While many stories were presented for approval, few were edited effectively to ever meet the standards for publication. She is going to spend more time covering basic writing skills.

**Planned Distance Learning Improvement as an Outcome Result**

N/A

## Communications/Journalism Education

**Plan** FY15 **Outcome** 7762  
**Period:** **ID#:**

### **Outcome Description**

Students will demonstrate the ability to apply technologies in audio and video production to produce quality multimedia projects.

### **Outcome Strategy**

The students in COMM 1335 (Survey of Radio, TV, Film and New Media), COMM 2329 (Writing for Radio, TV and Film) and COMM 2332 (Video Production I) will collectively work on audio and video projects for the student media. The faculty adviser will provide instruction and guidance and will closely monitor the students' progress.

### **Outcome Method**

The broadcast journalism students will be assessed by the number of quality audio or video stories and/or projects they produced and by in-class assignments. The quality will be determined by the program coordinator. Additionally, the overall effectiveness of the student's multimedia projects will be gauged by the number of views the projects receive, via soundcloud, Youtube and Ustream and by awards and/or honors received from the Texas Community College Journalism Association and the Texas Intercollegiate Press Association.

### **Outcome Criterion**

Eighty percent of the students who complete the afore-mentioned courses will produce at least three (3) quality audio and/or video projects each year. Their projects will be created using the latest editing software.

### **Strategic Plan Relationship/General Education Goal**

N/A - This LEAP is for non-core courses.

### **Outcome Results**

The goal was for 80% of the students who complete the afore-mentioned courses to produce at least three (3) quality audio and/or video projects. Thirty-six percent on the students were successful in meeting this goal.

### **Outcome Distance Learning Results**

N/A

### **Planned Improvement as an Outcome Result**

Students reportedly had good ideas and intentions, but their ability to complete their projects on time and with minimum quality standards was rarely attainable. The instructor will try to break the projects into smaller pieces with deadlines on various steps in hopes that this will teach students to achieve a large goal by completing one step at a time and staying focused until the end.

**Planned Distance Learning Improvement as an Outcome Result**

N/A



# Developmental Math Education

**Plan**           FY15  
**Period:**

**Outcome**       8004  
**ID#:**

## **Outcome Description**

Outcome Description

Developmental Math 2 (Devl 0309) students will demonstrate their ability to successfully solve linear equations.

## **Outcome Strategy**

Implementation Strategy

Lectures, class discussions, examples, and homework assignments (usually online but also paper assignments) will be used to teach students to successfully solve linear equations.

## **Outcome Method**

Assessment Method

All Devl 0309 instructors will include on Final Exams 5 or more linear equations to solve. Since departmental Finals are used, the same set of 5 or more questions should be used to assess this skill. Students will be deemed successful at this skill if they earn 70% or more of the points allotted to this skill on the Final Exam.

## **Outcome Criterion**

Criterion (Expected Outcome)

70% of a sampling of Devl 0309 students chosen from each TVCC campus which offers these courses will demonstrate success at solving linear equations by earning at least 70% of the points allotted to this topic on their Final Exam.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success

General Education Outcomes

Relationship to General Education Outcomes

GENERAL ED - 5.3--To understand mathematical information and utilize mathematical skills.

Solving linear equations forms the basis for all other algebraic skills and many other mathematics skills.

## **Outcome Results**

87.8% of those tested with this instrument were successful, therefore we met the goal

## **Outcome Distance Learning Results**

87.8% of those tested with this instrument were successful, therefore we met the goal

**Planned Improvement as an Outcome  
Result**

None-we will continue to monitor this goal.

**Planned Distance Learning Improvement as an  
Outcome Result**

While success was good for those tested, the overall success rate for distance was only 3.94% the artificially high numbers come from the many students who drop

# Developmental Math Education

**Plan** FY15 **Outcome** 8005  
**Period:** **ID#:**

## **Outcome Description**

Outcome Description

Intermediate Algebra (Devl 0310) students will demonstrate their ability to solve quadratic equations by factoring methods.

## **Outcome Strategy**

Implementation Strategy

Lectures, class discussions, examples, and online (or paper) homework assignments will be used to teach students to successfully solve quadratic equations by factoring.

## **Outcome Method**

Assessment Method

All Devl 0310 instructors will include on Final Exams 5 or more quadratic equations that can be solved by factoring (not counting any word problems that may also result in quadratic equations). Students will be deemed successful at this skill if they earn 70% of the points allotted to this topic on the Final Exam.

## **Outcome Criterion**

Criterion (Expected Outcome)

70% of a sampling of Intermediate Algebra students chosen from each TVCC campus which offers these courses will demonstrate success at solving quadratic equations by earning at least 70% of the points allotted to this topic on their Final Exam. Since Finals are departmental the same types of quadratic equations should be used to judge each student's success.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success

General Education Outcomes

Relationship to General Education Outcomes

GENERAL ED - 5.3--To understand mathematical information and utilize mathematical skills.

This is a basic mathematical skill.

## **Outcome Results**

86.01% success, so we reached the goal.

**Outcome Distance Learning Results**

86.01% success, so we reached the goal.

**Planned Improvement as an Outcome Result**

none

**Planned Distance Learning Improvement as an Outcome Result**

None-the numbers are again very high because so few were tested.

# Developmental Math Education

**Plan** FY15 **Outcome** 8006  
**Period:** **ID#:**

## Outcome Description

### Outcome Description

Intermediate Algebra (Devl 0310) students will demonstrate their ability to solve quadratic equations by factoring methods.

## Outcome Strategy

### Implementation Strategy

Lectures, class discussions, examples, and online (or paper) homework assignments will be used to teach students to successfully solve quadratic equations by factoring.

## Outcome Method

### Assessment Method

All Devl 0310 instructors will include on Final Exams 5 or more quadratic equations that can be solved by factoring (not counting any word problems that may also result in quadratic equations). Students will be deemed successful at this skill if they earn 70% of the points allotted to this topic on the Final Exam.

## Outcome Criterion

### Criterion (Expected Outcome)

70% of a sampling of Intermediate Algebra students chosen from each TVCC campus which offers these courses will demonstrate success at solving quadratic equations by earning at least 70% of the points allotted to this topic on their Final Exam. Since Finals are departmental the same types of quadratic equations should be used to judge each student's success.

## Strategic Plan Relationship/General Education Goal

### Enhance Learning

#### 5.1.3 Academic Success

### General Education Outcomes

#### Relationship to General Education Outcomes

GENERAL ED - 5.3--To understand mathematical information and utilize mathematical skills.

This is a basic mathematical skill.

## Outcome Results

79.85% success, so goal was met

**Outcome Distance Learning Results**

79.85% success, so goal was met

**Planned Improvement as an Outcome Result**

none

**Planned Distance Learning Improvement as an Outcome Result**

Again artificially high because of high drop rate. if all students were included, it was 8.06%

# Developmental Reading Education

**Plan** FY15 **Outcome** 8001  
**Period:** **ID#:**

## **Outcome Description**

### Outcome Description

Reading students will demonstrate that they can find the main idea in a paragraph or longer passage.

## **Outcome Strategy**

### Implementation Strategy

This will be accomplished through classroom lectures, oral discussions and practice exercises, readings from the textbook and computer generated exercises online from their reading lab. The instructor will model reading techniques for the students centered on locating the main ideas in paragraphs and longer materials. A pretest will be given during the first week of classes. Results will be handed to each student so they can see where they are weak in reading skills.

## **Outcome Method**

### Assessment Method

Mastery tests covering the skill of finding the main idea will be given and their results discussed with them. Near the end of the semester a post test will be given to see if the student has mastered the skill. A final exam will be given that covers all the skills taught from the textbook during the semester. Students will also be tested online in their computer labs. Daily review tests will be given for that skill and written practice exercises will be graded and discussed in order to show the student where their answers were wrong.

## **Outcome Criterion**

### Criterion (Expected Outcome)

At least 60% of all the reading students will improve scores on the posttest when compared to the pretest.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

General Education Outcomes  
Relationship to General Education Outcomes  
General Education Outcomes

Relationship to General Education Outcomes  
Reading comprehension is the foundation for all subsequent courses.

**Outcome Results**

77.17%, so goal was met

**Outcome Distance Learning Results**

77.17%, so goal was met

**Planned Improvement as an Outcome Result**

all of the LEAPS will change in this area as we move to INRW

**Planned Distance Learning Improvement as an Outcome Result**

all of the LEAPS will change in this area as we move to INRW



# Developmental Reading Education

**Plan** FY15 **Outcome** 8002  
**Period:** **ID#:**

## **Outcome Description**

### Outcome Description

Students will be able to recognize the major and minor details in a paragraph or longer passage

## **Outcome Strategy**

### Implementation Strategy

This will be accomplished through classroom lectures, oral discussions and practice exercises, readings from the textbook and computer generated exercises online from their reading lab. The instructor will model reading techniques for the students centered on locating the main ideas in paragraphs and longer materials. A pretest will be given during the first week of classes. Results will be handed to each student so they can see where they are weak in reading skills.

## **Outcome Method**

### Assessment Method

Mastery tests covering the skill of finding major and minor details idea will be given and their results discussed with them. Near the end of the semester a post test will be given to see if the student has mastered the skill. A final exam will be given that covers all the skills taught from the textbook during the semester. Students will also be tested online in their computer labs. Daily review tests will be given for that skill and written practice exercises will be graded and discussed in order to show the student where their answers were wrong.

## **Outcome Criterion**

### Criterion (Expected Outcome)

At least 60% of the students will be able to recognize the supporting details in a paragraph or longer passage.

## **Strategic Plan Relationship/General Education Goal**

### Enhance Learning

#### 5.1.3 Academic Success

### General Education Outcomes

#### Relationship to General Education Outcomes

### General Education Outcomes

#### Relationship to General Education Outcomes

GENERAL ED - 5.2--To improve reading skills focused on comprehending, analyzing, interpreting, and evaluating printed materials.

## **Outcome Results**

76.09%, so goal met

**Outcome Distance Learning Results**

76.09%, so goal met

**Planned Improvement as an Outcome Result**

all of the LEAPS will change in this area as we move to INRW

**Planned Distance Learning Improvement as an Outcome Result**

all of the LEAPS will change in this area as we move to INRW

# Developmental Reading Education

**Plan** FY15 **Outcome** 8003  
**Period:** **ID#:**

## **Outcome Description**

### Outcome Description

Reading students will improve their overall comprehension scores in all areas of the six skills taught during this semester.

## **Outcome Strategy**

### Implementation Strategy

This will be accomplished through classroom lectures, oral discussions and practice exercises, readings from the textbook and computer generated exercises online from their reading lab. The instructor will model reading techniques for the students centered on locating the main ideas in paragraphs and longer materials. A pretest will be given during the first week of classes. Results will be handed to each student so they can see where they are weak in reading skills

## **Outcome Method**

### Assessment Method

Mastery tests covering the skill of finding the main idea will be given and their results discussed with them. Near the end of the semester a post test will be given to see if the student has mastered the skill. A final exam will be given that covers all the skills taught from the textbook during the semester. Students will also be tested online in their computer labs. Daily review tests will be given for that skill and written practice exercises will be graded and discussed in order to show the student where their answers were wrong

## **Outcome Criterion**

### Criterion (Expected Outcome)

70% of the reading students will improve their overall reading comprehension.

## **Strategic Plan Relationship/General Education Goal**

### Enhance Learning

#### 5.1.3 Academic Success

#### General Education Outcomes

#### Relationship to General Education Outcomes

#### General Education Outcomes

#### Relationship to General Education Outcomes

GENERAL ED - 5.2--To improve reading skills focused on comprehending, analyzing, interpreting, and evaluating printed materials

## **Outcome Results**

70.79% successful, so goal was met

**Outcome Distance Learning Results**

70.79% successful, so goal was met

**Planned Improvement as an Outcome Result**

all of the LEAPS will change in this area as we move to INRW

**Planned Distance Learning Improvement as an Outcome Result**

all of the LEAPS will change in this area as we move to INRW

# Developmental Writing Education

**Plan** FY15 **Outcome** 7998  
**Period:** **ID#:**

## Outcome Description

LEAP One

Students will demonstrate writing skills (including grammar, mechanics, and spelling) in order to correctly convey information. This includes the following skills: ensuring the agreement of parts of speech such as nouns, pronouns and verbs; correct word choice: combining simple clauses into compound and complex constructions; appropriate transition words; parallel series within a sentence in number and construction; and avoiding redundancy.

## Outcome Strategy

Implementation Strategy

Implementation Strategy

Examples and models will be used to demonstrate recognition of appropriate elements within a composition. Students will review grammatical sentence structure from adopted textbook, student's portfolios, newspaper articles, and THEA practice material. Students will incorporate these ideas through essay writing and receive weekly feedback from the instructor before the next essay is composed.

## Outcome Method

Assessment Method

The instructor will evaluate the students' success through the Developmental Writing Rubric (see below).

At least sixty percent of Developmental Writing II students will be able to enroll in English 1301 if they score seventy-five percent or better on the posttest and receive a score of three or better (1-4) on the Competency Exam administered to all students of Developmental 03.00 and 0301 at the completion of the course. The score is determined by holistic grading using the writing rubric (see below)

## Outcome Criterion

Criterion (Expected Outcome)

1. Contents: are ideas well developed and applied? Are the ideas sufficiently original? Is there a central purpose? Are concepts and terminology appropriate and clear? Are the critical thinking functions of the field or discipline used well?

\_\_\_ Does the paper contain the type of content assigned?

\_\_\_ Is the idea developed from the students own thinking?

\_\_\_ Is the idea developed using appropriate thinking (e.g., summary, analysis, etc.?)

2. Supporting Details: Are there adequate and appropriate details (e.g., quotations, paraphrases, examples, stories, statistics, graphics, or a bibliography)? Do they support the papers central concepts? Are the details well explained and connected to the concepts?
3. Audience/Style: Does the writing show evidence of consideration of its audience? Does it use an appropriate academic or professional tone? Does it speak in an appropriate voice to its audience?
4. Organization: Does the paper have a central subject of argument? Are there clear, separate topics and/or sections that start with appropriate topic sentences?

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

General Education Outcomes

GENERAL ED - 5.1--To communicate clearly and effectively in both oral and written English

GENERAL ED - 5.2--To improve reading skills focused on comprehending, analyzing, interpreting, and evaluating printed materials.

GENERAL ED - 5.10--To develop skills and strategies to become an engaged learner.

Relationship to General Education Outcomes

A. Written communication: Standard grammar is vital to college survival. Students that practice standard language skills are able to answer essay style exam questions.

B. Critical Thinking: Critical thinking is required in written communication in order to take the parts of grammatical structures and transform them into effective communication.

C. Computer Literacy: Students will write most of their assignments on laboratory computers in order to prepare them for computer use in the real world.

### **Outcome Results**

79% successful, so goal was met.

### **Outcome Distance Learning Results**

79% successful, so goal was met.

### **Planned Improvement as an Outcome Result**

We will be reevaluating all goals as we move to INRW

### **Planned Distance Learning Improvement as an Outcome Result**

We will be reevaluating all goals as we move to INRW

# Developmental Writing Education

**Plan** FY15 **Outcome** 7999  
**Period:** **ID#:**

## Outcome Description

### Outcome Description

Students will learn elements of good paragraph formation: generating a topic by responding to a prompt by effectively constructing thoughts of structure and progression; writing multi-paragraph essays in an appropriate mode for a particular purpose and audience. Student essays will be collected in individual folders so that students may continually view progression of their writing

## Outcome Strategy

### Implementation Strategy

After receiving feedback from instructor in sentence building and paragraph formation using examples of well-written models, students will peer-edit classmates' essays using Developmental Writing Rubric (see below in Criterion).

## Outcome Method

### Assessment Method

### Assessment Method

After receiving feedback from instructor in sentence building and paragraph formation using examples of well-written models, students will peer-edit classmates' essays using Developmental Writing Rubric (see below in Criterion).

## Outcome Criterion

Criterion (Expected Outcome)

Criterion (Expected Outcome)

Rubric for Developmental Writing I and II Essays

Score 4 Ideas are insightful and clear with a strong focus and the paper is well organized.

The organizational pattern is interesting, original and provides the piece with an introduction that hooks the reader and carries the piece to a satisfying conclusion.

Sentences and words are clear and vivid. The writer's voice and tone consistently sustain the reader's interest. Score 3 Ideas are straightforward and clear with recognizable focus.

The essay supports most ideas with effective examples and details. Score 2 Wavers in purpose and incompletely addresses assigned topic or directions; underdeveloped and lacks organization. Score 1 Lacks focus and coherence. The pattern and development of the topic are confusing. Point of view may shift in a confusing way.

## Strategic Plan Relationship/General Education Goal

Enhance Learning  
5.1.3 Academic Success

General Education Outcomes

Relationship to General Education Outcomes

Relationship to General Education Outcomes

1. Written communication: Standard grammar is vital to college survival. Students that practice standard language skills are able to answer essay style exam questions.
2. Critical Thinking: Critical thinking is required in written communication in order to take the parts of grammatical structures and transform them into effective communication.
3. Computer Literacy: Students will write most of their assignments on laboratory computers in order to prepare them for computer use in the workplace.
4. Reading Comprehension: In order to write well, a student must be able to read examples of good writing and adapt those writing practices.

**Outcome Results**

73% successful, so goal was met.

**Outcome Distance Learning Results**

73% successful, so goal was met

**Planned Improvement as an Outcome Result**

We will be reevaluating all goals as we move to INRW

**Planned Distance Learning Improvement as an Outcome Result**

We will be reevaluating all goals as we move to INRW



# Developmental Writing Education

**Plan** FY15 **Outcome** 8000  
**Period:** **ID#:**

## **Outcome Description**

### Outcome Description

Students will learn the elements of good paragraph formation with emphasis on a topic sentence that will effectively and constructively organized thoughts of structure and progression.

## **Outcome Strategy**

### Implementation Strategy

After receiving instruction in sentence building, students will incorporate a main idea with relating details to elaborate the point through a one paragraph formation

## **Outcome Method**

### Assessment Method

Through in class writing assignments, students will use details to support the thesis or purpose of the paragraph. The paragraph will be reviewed and graded for content, supporting details, and proper mechanics as deemed in the writing rubric:

1. Content: Are ideas developed, applied, original, and with a central purpose?
2. Supporting Details: Are there adequate and appropriate details to support the paragraphs purpose?
3. Organization: Does the paragraph have a central focus, subject or argument?

## **Outcome Criterion**

### Criterion (Expected Outcome)

### Criterion (Expected Outcome)

At least sixty percent of the Developmental Writing II students will be ready to enroll in English 1301 after a final writing sample is given and graded according to the Developmental Writing I and II Rubric (see below) by members of the grading committee. This committee is representative of full-time and adjunct English faculty.

### Developmental Writing Rubric for Levels I and II

1. Contents: are ideas well developed and applied? Are the ideas sufficiently original? Is there a central purpose? Are concepts and terminology appropriate and clear? Are the critical thinking functions of the field or discipline used well?

2. Supporting Details: Are there adequate and appropriate details (e.g., quotations, paraphrases, examples, stories, statistics, graphics, or a bibliography)? Do they support the papers central concepts? Are the details well explained and connected to the concepts?

3. Audience/Style: Does the paper show evidence of consideration of its audience? Does it use an appropriate academic or professional tone?

## **Strategic Plan Relationship/General Education Goal**

### Enhance Learning

### 5.1.3 Academic Success

General Education Outcomes

Relationship to General Education Outcomes

General Education Outcomes

GENERAL ED - 5.1--To communicate clearly and effectively in both oral and written English

GENERAL ED - 5.2--To improve reading skills focused on comprehending, analyzing, interpreting, and evaluating printed materials.

GENERAL ED - 5.10--To develop skills and strategies to become an engaged learner.

Relationship to General Education Outcomes

Relationship to General Education Outcomes

This project addresses four of TVCC's General Education Outcomes:

1. Written communication: Standard grammar is vital to college survival. Students that practice standard language skills are able to answer essay style exam questions.
2. Critical Thinking: Critical thinking is required in written communication in order to take the parts of grammatical structures and transform them into effective communication.
3. Computer Literacy: Students will write most of their assignments on laboratory computers in order to prepare them for computer use in the workplace.
4. Reading Comprehension: In order to write well, a student must be able to read examples of good writing and adapt those writing practices

### **Outcome Results**

73% successful, so goal was met.

### **Outcome Distance Learning Results**

73% successful, so goal was met

### **Planned Improvement as an Outcome Result**

We will be changing all goals as we move to INRW

### **Planned Distance Learning Improvement as an Outcome Result**

We will be changing all goals as we move to INRW

# English Education

**Plan  
Period:** FY15

**Outcome  
ID#:** 7635

## **Outcome Description**

Demonstrate knowledge of individual and collaborative writing processes based on selected readings.

## **Outcome Strategy**

Students will work in groups to prepare a written report analyzing the data given and answering questions given. Papers will be graded for mechanics, structure, content, logic and accuracy. Teamwork will be evaluated for participation, synthesis of work and sharing work. Students are to self-analyze, link the class to real life, pursue activities to expand their knowledge, a plan of improvement and a topic of interest related to the topic

## **Outcome Method**

Peer-reviewed research papers will be collected from each student near the end of the semester and will be evaluated for communication according to a rubric maintained on file.

## **Outcome Criterion**

60% of the students will demonstrate a passable level of competence in their peer-reviewed research paper.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

This outcome relates to students' ability to engage in communication, as developing ideas, crafting readable, grammatically and mechanically correct sentences, and writing with an operational awareness of audience expectations.

This outcome relates to students' ability to engage in critical thinking, as generating theses, finding relevant and accurate support for said theses, evaluating counterclaims and counter-support, and synthesizing various perspectives.

This outcome relates to students' ability to engage in teamwork, as subjecting peer's submissions to constructively critical review, offering feedback, and implementing feedback in the development of a final product for submission.

This outcome relates to students' ability to demonstrate personal responsibility, as handling source materials in keeping with legal and ethical bounds.

## **Outcome Results**

More of our embedded faculty needed to report their data for all English programs. Our division faculty were better reporting the data than last year, yet more work needs to be done.

## **Outcome Distance Learning Results**

More of our embedded faculty needed to report their data for all English programs. Our division faculty were better at reporting the data than last year. This coming year, the faculty will be forewarned to separate the data from face to face classes and distance offerings.

**Planned Improvement as an Outcome Result**

This coming year, the faculty will be forewarned to separate the data regarding face to face classes and distance offerings.

**Planned Distance Learning Improvement as an Outcome Result**

This coming year, the faculty will be forewarned to separate the data regarding face to face classes and distance offerings.

# Foreign Language Education

**Plan** FY15 **Outcome** 7636  
**Period:** **ID#:**

## **Outcome Description**

Students will summarize authentic spoken discourse produced by Spanish speakers of diverse origins and cultures.

## **Outcome Strategy**

Students will be assigned one country corresponding to each culture in the Encuentro Cultural unit in the textbook. The student will verbally present information over the assigned information to the class. The professor will engage with the student in a reflective question/answer dialogue that will lead the student to explore all necessary points regarding key ideas, authors/works, historical and cultural events, and perspectives/attitudes.

## **Outcome Method**

The outcome will be assessed with a score from 0 to 4 according to a rubric maintained on file.

## **Outcome Criterion**

65% of all students will have a rating of 3 or better on the scoring rubric for Spanish courses.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

This outcome directly relates to Critical Thinking, Communication, Personal Responsibility and Social Responsibility skills by requiring students to analyze, evaluate, and synthesis a major concept in the course material and then clearly express their understanding in oral format.

## **Outcome Results**

The Leaps will be separated in the reporting system regarding face to face vs. online classes for FY 16.

## **Outcome Distance Learning Results**

The Leaps will be separated in the reporting system regarding face to face vs. online classes for FY 16.

## **Planned Improvement as an Outcome Result**

Embedded faculty will be mandated to report their data for the FY16 year or be sanctioned.

## **Planned Distance Learning Improvement as an Outcome Result**

Embedded faculty will be mandated to report their data for the FY16 year or be sanctioned.

## Kinesiology Education/Athletic Training

**Plan** FY15 **Outcome** 8058  
**Period:** **ID#:**

### **Outcome Description**

Our goal for the 2014-15 school year is built upon a goal we started during the 2011-12 school year. During the 11-12 school year we started changing our basic weights and conditioning courses from a "cookie cutter approach" to a more individual approach. This allowed allow students the ability to help set their own training goals. The feedback and post-test were very positive and we would like to build upon last year's success.

### **Outcome Strategy**

The Kinesiology division chair will actually teach two sections of this course the first semester and work with other instructors to develop guidelines to improve the course. We will explore allowing students to keep an exercise journal and do some basic research on their area of concentration. We will also make use of our contract with the Cain Center to allow students the use of the pool, exercise machines, hot tub, and other equipment not available on campus.

### **Outcome Method**

Instructors will do pre and post testing on each student to determine personal improvement for each student based on their individual goals. Students will be required to turn in a copy of their exercise journal with basic research on their specific area of concentration. We also look to have a very low drop rate for this course.

### **Outcome Criterion**

Like last year, we expect to see a low drop rate from students taking this course do to the individual approach we are taking this year. We also look for positive gains from the pre to the post test. We expect high teacher evaluations for the course and we feel students will enjoy spending some time at the Cain Center throughout the semester.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

Provide our students with more say in their individual kinesiology classes concerning weights and conditioning. If students have more say in what they would like to gain from this course (conditioning, strength, flexibility,) we should see our numbers increase over time and higher student motivation.

### **Outcome Results**

At the end of the semester each student did a survey. We found that 95 percent of our students enjoyed the conditioning class and felt they made personal improvements in the physical conditioning.

Our feedback was very positive and the staff feels good about our decision to allow students to have more say in what they what to get out of the class. We had students that lost weight, others that gained weight and mass, and got in shape and ran a 10 K race.

**Outcome Distance Learning Results**

As a department we are looking at the possibility of an online class for conditioning and weights. This is still in the early stages but we feel like it might have some advantages for students on our other three campuses.

**Planned Improvement as an Outcome Result**

We are going to stay the course and look for ways to improve. We will be talking with other community colleges to see what they are doing.

**Planned Distance Learning Improvement as an Outcome Result**



# Teaching Education

**Plan** FY15  
**Period:**

**Outcome** 7806  
**ID#:**

## **Outcome Description**

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

## **Outcome Strategy**

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

## **Outcome Method**

Assessment will be determined by a specifically developed examination to be given after the presentation of material covering the desired outcome.

## **Outcome Criterion**

80% of the students will show mastery of 60% of the examination.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

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

## **Outcome Results**

\*\*51 students tested or 98 % made 60 or above-  
3 out of 5 questions answered correctly.  
\*\*\* 1 students tested or 2 % failed.

## **Outcome Distance Learning Results**

\*\* 21 students tested or 95 % made 60 or above-  
3 out of 5 questions answered correctly.  
\*\*\* 1 students tested or 5 % failed.

## **Planned Improvement as an Outcome Result**

None

## **Planned Distance Learning Improvement as an Outcome Result**

None

# Teaching Education

**Plan** FY15  
**Period:**

**Outcome** 7807  
**ID#:**

## **Outcome Description**

Students will understand the concepts "tracking" and "detracking" in the public school system.

## **Outcome Strategy**

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

## **Outcome Method**

Assessment will be determined by a specifically developed examination to be given after the presentation of material covering the desired outcome.

## **Outcome Criterion**

80% of the students will show mastery of 60% of the examination.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

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

## **Outcome Results**

\*\*49 students tested or 94 % made 60 or above-  
3 out of 5 questions answered correctly.  
\*\*\* 3 students tested or 6 % failed.

## **Outcome Distance Learning Results**

\*\* 21 students tested or 95 % made 60 or above-  
3 out of 5 questions answered correctly.  
\*\*\* 1 students tested or 5 % failed.

## **Planned Improvement as an Outcome Result**

None

## **Planned Distance Learning Improvement as an Outcome Result**

None

# Teaching Education

**Plan** FY15  
**Period:**

**Outcome** 7808  
**ID#:**

## **Outcome Description**

Students will analyze some of the major philosophies of education and recognize how those are reflected in school practices today.

## **Outcome Strategy**

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

## **Outcome Method**

Assessment will be determined by a specifically developed examination to be given after the presentation of material covering the desired outcome.

## **Outcome Criterion**

80% of the students will show mastery of 60% of the examination.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

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

## **Outcome Results**

\*\*44 students tested or 90 % made 60 or above-  
3 out of 5 questions answered correctly.  
\*\*\* 5 students tested or 10 % failed.

## **Outcome Distance Learning Results**

\*\* 18 students tested or 86 % made 60 or above-  
3 out of 5 questions answered correctly.  
\*\*\* 3 students tested or 14 % failed.

## **Planned Improvement as an Outcome Result**

None

## **Planned Distance Learning Improvement as an Outcome Result**

None

# Teaching Education

**Plan** FY15 **Outcome** 7809  
**Period:** **ID#:**

## **Outcome Description**

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

## **Outcome Strategy**

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

## **Outcome Method**

Assessment will be determined by a specifically developed examination to be given after the presentation of material covering the desired outcome.

## **Outcome Criterion**

80% of the students will show mastery of 60% of the examination.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.3 Academic Success

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

## **Outcome Results**

\*\*44 students tested or 90 % made 60 or above-  
3 out of 5 questions answered correctly.  
\*\*\* 5 students tested or 10 % failed.

## **Outcome Distance Learning Results**

\*\* 21 students tested or 95 % made 60 or above-  
3 out of 5 questions answered correctly.  
\*\*\* 1 students tested or 5 % failed.

## **Planned Improvement as an Outcome Result**

None

## **Planned Distance Learning Improvement as an Outcome Result**

None

# Workforce Education

# \*ECON 2301 Macroeconomics Education

**Plan Period:** FY15

**Outcome ID#:** 7854

## **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/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

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**

78.5 percent of the students scored a minimum of 70% correct answers on the questions within this block.

## **Outcome Distance Learning Results**

85.3 percent of the students scored a minimum of 70% correct answers on the questions within this block.

## **Planned Improvement as an Outcome Result**

No changes. Present methods effective.

## **Planned Distance Learning Improvement as an Outcome Result**

No changes. Present methods effective.

## \*ECON 2301 Macroeconomics Education

**Plan Period:** FY15

**Outcome ID#:** 7855

### **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/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

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**

71.7 percent of the students scored a minimum of 70% correct answers on the questions within this block.

### **Outcome Distance Learning Results**

87.4 percent of the students scored a minimum of 70% correct answers on the questions within this block.

### **Planned Improvement as an Outcome Result**

No changes. Present methods effective.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes. Present methods effective.

# \*ECON 2301 Macroeconomics Education

**Plan Period:** FY15

**Outcome ID#:** 7856

## **Outcome Description**

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

## **Outcome Strategy**

Students will attend class lectures and/or read material related to international economics and globalization and how they relate to economics. They will be given assignments which will explore international economics, globalization and government policies that relate to same. The student will have the opportunity to analyze the nature and present causes of those policies with respect to our present international economic and global markets.

## **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/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

The concept of international economics and globalization 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 international economics and globalization.

## **Outcome Results**

81.9 percent of the students scored a minimum of 70% correct answers on the questions within this block.

## **Outcome Distance Learning Results**

84.6 percent of the students scored a minimum of 70% correct answers on the questions within this block.

## **Planned Improvement as an Outcome Result**

No changes. Present methods effective.

## **Planned Distance Learning Improvement as an Outcome Result**

No changes. Present methods effective.



## \*ECON 2302 Microeconomics Education

**Plan Period:** FY15

**Outcome ID#:** 7857

### **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/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

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**

92.2 percent of the students scored a minimum of 70% correct answers on the questions within this block.

### **Outcome Distance Learning Results**

84.9 percent of the students scored a minimum of 70% correct answers on the questions within this block.

### **Planned Improvement as an Outcome Result**

No changes. Present methods effective.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes. Present methods effective.

## \*ECON 2302 Microeconomics Education

**Plan Period:** FY15

**Outcome ID#:** 7858

### **Outcome Description**

Students will demonstrate an understanding of the purpose, tools, problems, intended, and unintended effects of factor markets and related issues. Students will also understand this information in relation to current events.

### **Outcome Strategy**

Students will attend class lectures and/or read material related to factor markets and related issues and how they relate to economics. They will be given assignments which will explore the kinds of factor markets and related issues in the economy and government policies that relate to same. The student will have the opportunity to analyze the nature and present causes of those policies with respect to our present economic factor markets.

### **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/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

The concept of factor markets and related issues 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 regarding factor markets and related issues.

### **Outcome Results**

80.9 percent of the students scored a minimum of 70% correct answers on the questions within this block.

### **Outcome Distance Learning Results**

82.2 percent of the students scored a minimum of 70% correct answers on the questions within this block.

### **Planned Improvement as an Outcome Result**

No changes. Present methods effective.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes. Present methods effective.

## \*ECON 2302 Microeconomics Education

**Plan Period:** FY15

**Outcome ID#:** 7859

### **Outcome Description**

Students will demonstrate an understanding of the purpose, tools, problems, intended, and unintended effects of market failure, public choice, and special-interest group politics. Students will also understand this information in relation to current events.

### **Outcome Strategy**

Students will attend class and/or do the assigned readings related to market failure, public choice, and special-interest group politics. They will engage in face to face or in on line discussions that will encourage critical thinking and problem solving as it relates to market failure, public choice, and special-interest group politics.

### **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 purpose, tools, problems, intended, and unintended effects of market failure, public choice, and special-interest group politics.

### **Outcome Criterion**

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

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

The concept of the purpose, tools, problems, intended, and unintended effects of market failure, public choice, and special-interest group politics 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 the purpose, tools, problems, intended, and unintended effects of market failure, public choice, and special-interest group politics.

### **Outcome Results**

87.3 percent of the students scored a minimum of 70% correct answers on the questions within this block.

### **Outcome Distance Learning Results**

86.3 percent of the students scored a minimum of 70% correct answers on the questions within this block.

### **Planned Improvement as an Outcome Result**

No changes. Present methods effective.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes. Present methods effective.

# Accounting Education

**Plan Period:** FY15

**Outcome ID#:** 7821

## **Outcome Description**

Student in Financial Accounting 2401 will be able to describe the importance of Control over inventory. Students will be able to Determine the cost of inventory under the perpetual inventory system using the FIFO, LIFO, and weighted average cost methods.

## **Outcome Strategy**

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

## **Outcome Method**

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

## **Outcome Criterion**

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

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

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

## **Outcome Results**

Eighty-four per cent (84%) of the students assessed scored at least seventy percent (70%) accuracy when assessed on this learning outcome. This is for Face to Face students.

## **Outcome Distance Learning Results**

Eighty-per cent (80%) of the students assessed scored at least seventy percent (70%) accuracy when assessed on this learning outcome.

## **Planned Improvement as an Outcome Result**

No changes recommended for Face to face class.

## **Planned Distance Learning Improvement as an Outcome Result**

No changes recommended for the internet class.

# Accounting Education

**Plan Period:** FY15

**Outcome ID#:** 7822

## **Outcome Description**

Students in Accounting 2401 Financial Accounting will be able to assemble, read, interpret, analyze and journalize accounting transactions in a standard two column journal, Analyze Accounting information dealing with the end of an Accounting period for a Service Enterprise, additionally, calculate a balance in each account in the ledger, and then prepare an Income Statement, Equity Statement and a Balance Sheet.

## **Outcome Strategy**

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

## **Outcome Method**

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

## **Outcome Criterion**

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

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

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

## **Outcome Results**

Eighty-nine (89%) of the students assessed scored at least seventy percent (70%) accuracy when assessed on this learning outcome. This is for Face to Face only students.

## **Outcome Distance Learning Results**

Seventy five per cent (75%) of the students assessed scored at least seventy percent (70%) accuracy when assessed on this learning outcome.

## **Planned Improvement as an Outcome Result**

No changes recommended for this objective

## **Planned Distance Learning Improvement as an Outcome Result**

No changes recommended as a result of the percent passing the objective.

# Accounting Education

**Plan Period:** FY15

**Outcome ID#:** 7823

## **Outcome Description**

Students in Accounting 2402 Managerial Accounting will be able to describe the characteristics and terminology of bonds payable. Additionally, the students will journalize entries for bonds payable.

## **Outcome Strategy**

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

## **Outcome Method**

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

## **Outcome Criterion**

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

## **Outcome Results**

One hundred (100%) of the students assessed scored at least seventy percent (70%) accuracy when assessed on this learning outcome. This is for Face to Face students.

## **Outcome Distance Learning Results**

Eighty-six per cent (86%) of the students assessed scored at least seventy percent (70%) accuracy when assessed on this learning outcome. This is for the distance education classes only.

## **Planned Improvement as an Outcome Result**

No changes recommended for Face to face class.

## **Planned Distance Learning Improvement as an Outcome Result**

No changes recommended for the internet classes.

# Adult Education

**Plan Period:** FY15

**Outcome ID#:** 8023

## **Outcome Description**

Adults entering the GED Preparation course in Adult Education are expected to make significant gains in their abilities to improve written communication skills for passing the GED test; for employment; and for real life situational occurrences in a clear and concise manner. Skills to be addressed are understanding the writing assignment; gathering ideas; organizing; writing topic sentences and paragraphs; writing introductory, body, developing and concluding paragraphs; evaluating the message; revision and editing; and an understanding of how written communication helps resolve matters that arise in real life.

## **Outcome Strategy**

Adults are enrolled in an intensive GED preparation course that is 12 hours weekly; 4 days a week. This intensive course provides instruction in all areas of writing listed in the following ways: (a) personalized instruction (student/instructor) (b) practice and remedial work using computer based learning program Skills Tutor (c) practice producing finished writing assignment on computer (d) design-based instruction (e) project-based instruction (f) pairing for revision, editing and peer evaluation (g) distance learning opportunities.

## **Outcome Method**

All students are pre-tested at the beginning of each class with the TABE and scores are provided to instructor and student for interpretation/review. Students use the TABE assessment as a roadmap to study areas of weaknesses and need. A GAIN assessment can also be used by the instructor to further delineate weaknesses. Progress assessments are delivered at 30, 40 and/or 60 contact hours in order to assess progress.

## **Outcome Criterion**

Students will demonstrate mastery of writing skills by being able to (a) write a good essay (b) write memorandums for the workplace (c) write letters to address real life problems with the goal of resolution. Students will demonstrate in these three areas their knowledge of planning, organizing, writing, evaluating and revision. 63% of students will demonstrate gains in writing/language abilities in a Program Year (PR).

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

By introducing the student to proper planning, organizing, writing, evaluating and revision techniques, the student will be able to communicate well and express ideas well through written, oral, and visual communication. Student will develop skills and become engaged learners as they work their way through project-based and designed-based assignments that address employment and everyday needs. Students will enhance their computer based knowledge by utilizing Skills Tutor learning program and by producing assignments with computers preparing them to pass entry level tests such as the GED.

## **Outcome Results**

The following summarizes the analysis and evaluation of the educational functioning levels/No. of students/% of student gains:

1. ABE Beginning Literacy/7/78% gain
  2. ABE Beginning Basic Education/25/81% gain
  3. ABE Intermediate Low/21/62% gain
  4. ABE Intermediate High/17/55% gain
- ABE Subtotal: 70/67% gain
1. ASE Low/8/80% gain
  2. ASE High/2/33% gain
- ASE Subtotal: 10/63% gain

## **Outcome Distance Learning Results**

N/A

**Planned Improvement as an Outcome Result**

N/A

**Planned Distance Learning Improvement as an Outcome Result**

N/A



# Adult Education

**Plan Period:** FY15

**Outcome ID#:** 8024

## **Outcome Description**

Student entering the GED Preparation course in Adult Education will make gains in their abilities to apply basic math principles to solve problems for passing the GED test, to gain employment, and to function in real life situations requiring math skills. Skills to be addressed are addition, subtraction, division, multiplication, percentage, ration and proportion, fractions, decimals, geometry and algebra.

## **Outcome Strategy**

Adults are enrolled in an intensive GED preparation course that is 12 hours weekly; 4 days a week. This intensive course provides instruction in all areas of writing listed in the following ways: (a) personalized instruction (student/instructor) (b) practice and remedial work using computer based learning program Skills Tutor (c) practice producing finished writing assignment on computer (d) design-based instruction (e) project-based instruction (f) pairing for revision, editing and peer evaluation (g) distance learning opportunities.

## **Outcome Method**

All students are pre-tested at the beginning of each class with the TABE and scores are provided to instructor and student for interpretation/review. Students use the TABE assessment as a roadmap to study areas of weaknesses and need. A GAIN assessment can also be used by the instructor to further delineate weaknesses. Progress assessments are delivered at 30, 40 and/or 60 contact hours in order to assess progress.

## **Outcome Criterion**

Students will demonstrate mastery of math skills by being able to (a) solve problems that reflect knowledge of each area of math presented (b) utilize problem solving ability in project-based instruction (c) utilize problem solving ability in design-based instruction (d) solve real life situational math problems presented by the instructor and (e) utilize math skills to perform work related tasks. 63% of students will demonstrate gains in math skills/abilities in a Program Year (PR).

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

By introducing the student to numerical data in all of the prescribed areas, the student will understand numerical information and utilize numerical skills. Students will develop skills and become engaged learners as they use their acquired numerical skills in project and designed based learning. These same skills will be reflected in their abilities to solve real life situational numerical problems and workplace tasks. Students, by using the Skills Tutor learning programs for remedial purposes, will enhance their computer based knowledge in being able to access information, solve problems resulting in informed conclusions.

## **Outcome Results**

The following summarizes the analysis and evaluation of the educational functioning levels/No. of students/% of student gains:

1. ABE Beginning Literacy/4/80% gain
  2. ABE Beginning Basic Education/17/65% gain
  3. ABE Intermediate Low/30/77% gain
  4. ABE Intermediate High/29/85% gain
- ABE Subtotal: 80/77% gain
1. ASE Low/8/89% gain
  2. ASE High/2/33% gain
- ASE Subtotal: 10/67% gain

## **Outcome Distance Learning Results**

N/A

**Planned Improvement as an Outcome Result**

N/A

**Planned Distance Learning Improvement as an Outcome Result**

N/A

# Adult Education

**Plan Period:** FY15

**Outcome ID#:** 8025

## **Outcome Description**

Students entering the GED preparation course in Adult Education will make gains in their abilities to read and comprehend in order to pass the GED test, to gain employment and to possess a reading level that will allow them to function in real life situations. Skills to be addressed are reading and comprehending materials from varieties of passages taken from (a) instructional manuals (b) personnel handbooks (c) applications (d) novels of all types (mystery, science fiction, thriller, folk, classical, etc.) (e) Essays (f) newspapers (g) magazine articles (h) simple and complex directions (i) television, film, and book reviews (j) charts and graphs (k) diagrams and drawings (l) poetry and (m) brochures, advertisements and job applications.

## **Outcome Strategy**

Adults are enrolled in an intensive GED preparation course that is 12 hours weekly; 4 days a week. This intensive course provides instruction in all areas of writing listed in the following ways: (a) personalized instruction (student/instructor) (b) practice and remedial work using computer based learning program Skills Tutor (c) practice producing finished writing assignment on computer (d) design-based instruction (e) project-based instruction (f) pairing for revision, editing and peer evaluation (g) distance learning opportunities.

## **Outcome Method**

All students are pre-tested at the beginning of each class with the TABE and scores are provided to instructor and student for interpretation/review. Students use the TABE assessment as a roadmap to study areas of weaknesses and need. A GAIN assessment can also be used by the instructor to further delineate weaknesses. Progress assessments are delivered at 30, 40 and/or 60 contact hours in order to assess progress.

## **Outcome Criterion**

Students will demonstrate mastery of reading skills by being able to read and comprehend a variety of printed materials representing academic, workplace and real life assignments. Students will improve their abilities in identification of main topics, important points and abilities to pass comprehensive tests on information acquired through reading assignments for depth of knowledge. 61% of students will demonstrate gains in reading/reading comprehension in a Program Year (PR).

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

By introducing the student to a variety of reading materials using Skills Tutor learning program, the student will enhance his/her knowledge of using technology for learning and remedial work. Students will also develop reading skills and become engaged learners by reading in paired groups, sharing aloud knowledge of reading passages with classmates and practicing the area of reading for comprehension, enjoyment and entertainment. Students will also become aware of the importance of reading skills in the workplace and in real life situations. Comprehending, analyzing, interpreting and evaluating material will be emphasized for depth of knowledge,

## **Outcome Results**

The following summarizes the analysis and evaluation of the educational functioning levels/No. of students/% of student gains:

1. ABE Beginning Literacy/4/80% gain
2. ABE Beginning Basic Education/16/59% gain
3. ABE Intermediate Low/24/71% gain
4. ABE Intermediate High/19/61% gain

ABE Subtotal: 63/65% gain

1. ASE Low/8/89% gain

2. ASE High/3/43% gain

ASE Subtotal: 11/69% gain

**Outcome Distance Learning Results**

N/A

**Planned Improvement as an Outcome Result**

N/A

**Planned Distance Learning Improvement as an Outcome Result**

N/A

# Agriculture Education

**Plan Period:** FY15

**Outcome ID#:** 7941

## **Outcome Description**

Following the introduction to animal science course at Trinity Valley Community College students will have an understanding of how to successfully and safely operate a hydraulic cattle squeeze chute.

## **Outcome Strategy**

I will teach the proper skills to operate the hydraulic cattle squeeze chute at the TVCC Ranch while working cattle during a laboratory time.

## **Outcome Method**

The assessment will be based on my visual observation of the students operating the squeeze chute and the feed back they give me.

## **Outcome Criterion**

90% of the students will obtain a good level of confidence in operating a hydraulic cattle squeeze chute.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

Workforce education goal.

## **Outcome Results**

Following the Introduction to Animal Science course at Trinity Valley Community College 85% of the students will have an understanding of how to successfully and safely operate a hydraulic cattle squeeze chute.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

I recommend that no changes be made.

## **Planned Distance Learning Improvement as an Outcome Result**

# Agriculture Education

**Plan Period:** FY15

**Outcome ID#:** 7942

## **Outcome Description**

Following the crop science course at Trinity Valley Community College students will have an understanding of how to calculate the ingredients for making a blended fertilizer.

## **Outcome Strategy**

Students will be lectured to in a classroom setting using slides and given a lab exercise where they will perform calculations to achieve the correct percentages of each fertilizer ingredient to make a given grade of blended fertilizer.

## **Outcome Method**

I will evaluate the students knowledge by examination

## **Outcome Criterion**

90% of students will have a good understanding of how to calculate the specific percentages of fertilizer ingredients to make various blended fertilizers.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

Workforce education goal.

## **Outcome Results**

Following the crop science course at Trinity Valley Community College 95% of the students understood how to calculate the ingredients for making a blended fertilizer.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

No changes are recommended.

## **Planned Distance Learning Improvement as an Outcome Result**

# Agriculture Education

**Plan Period:** FY15

**Outcome ID#:** 7943

## **Outcome Description**

Following the entomology course at Trinity Valley Community College students will have a basic understanding of how to correctly identify and properly mount insect specimens.

## **Outcome Strategy**

Each student in the class will prepare an insect collection to turn in for a grade. I will provide all of the necessary equipment needed as well as provide them with the knowledge needed by lecture and video so that they can perform this assignment successfully.

## **Outcome Method**

I will evaluate the student's skill and knowledge on an individual basis by grading their insect collection.

## **Outcome Criterion**

90% of students will understand how to correctly identify, collect, and mount insects.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

Workforce education goal.

## **Outcome Results**

Following the entomology course at Trinity Valley Community College 90% of the students had a basic understanding of how to correctly identify and properly mount insect specimens.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

No changes are recommended.

## **Planned Distance Learning Improvement as an Outcome Result**

# Automotive Technology Education

**Plan Period:** FY15

**Outcome ID#:** 7863

**Outcome Description**

The student will be able to double flare a brake line.

**Outcome Strategy**

Class discussion, classroom presentation, and hands on work will be used in identifying the basic component parts and procedure for achieving the outcome.

**Outcome Method**

Student will identify and perform the required brake line repair.

**Outcome Criterion**

Eighty percent of the students will be able to perform the desired outcome.

**Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

Student will identify and perform the required brake line repair.

**Outcome Results**

Ninety percent of the students achieved the outcome and were will to double flare a brake line.

**Outcome Distance Learning Results**

Not distance learning

**Planned Improvement as an Outcome Result**

No changes in hands on work. Continue to look for media and new teaching materials

**Planned Distance Learning Improvement as an Outcome Result**

Not distance learning.



# Automotive Technology Education

**Plan Period:** FY15

**Outcome ID#:** 7868

**Outcome Description**

The student will be able to manually bleed a brake system.

**Outcome Strategy**

Class discussion, classroom presentation, and hands on work will be used in identifying the basic component parts and procedure for achieving the outcome.

**Outcome Method**

The student will be able to repair and manually bleed a brake system

**Outcome Criterion**

Eighty percent of the students will be able to perform the desired outcome.

**Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

The student will be able to inspect, repair, and manually bleed a brake system.

**Outcome Results**

Eighty two percent of the students achieved the outcome. Inspect and bleed brakes.

**Outcome Distance Learning Results**

Not distance learning

**Planned Improvement as an Outcome Result**

No changes in hands on work. Continue to look for media and new teaching materials

**Planned Distance Learning Improvement as an Outcome Result**

Not distance learning

# Automotive Technology Education

**Plan Period:** FY15

**Outcome ID#:** 7869

**Outcome Description**

The student will be able to wet test an engine.

**Outcome Strategy**

Class discussion, classroom presentation, and hands on work will be used in identifying the basic component parts and procedure for achieving the outcome.

**Outcome Method**

The student will be able to wet test an engine.

**Outcome Criterion**

Seventy-five percent of the students will be able to perform the desired outcome.

**Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

The student will be able to troubleshoot and wet test an engine.

**Outcome Results**

Eighty three percent of the students achieved the outcome and were will to troubleshoot and wet test an engine.

**Outcome Distance Learning Results**

Not distance learning

**Planned Improvement as an Outcome Result**

No changes in hands on work. Continue to look for media and new teaching materials

**Planned Distance Learning Improvement as an Outcome Result**

Not distance learning

# Child Development Education

**Plan Period:** FY15

**Outcome ID#:** 7812

## **Outcome Description**

Students will gain an understanding of Early Intervention and Public Policy.

## **Outcome Strategy**

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

## **Outcome Method**

Assessment will be determined by a specifically developed examination to be given after the presentation of material covering the desired outcome.

## **Outcome Criterion**

80% of the students will show mastery of 60% of the examination.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

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

## **Outcome Results**

10 students enrolled / 9 students tested  
A - 4 B - 3 C - 0 D - 2 F - 0  
\*\* 9 students tested or 100 % made 60 or above-  
3 out of 5 questions answered correctly.  
\*\*\* 0 students tested or 0% failed.

## **Outcome Distance Learning Results**

N/A

## **Planned Improvement as an Outcome Result**

None

## **Planned Distance Learning Improvement as an Outcome Result**

N/A

# Child Development Education

**Plan Period:** FY15

**Outcome ID#:** 7813

## **Outcome Description**

Students will become familiar with the likenesses and differences among children.

## **Outcome Strategy**

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

## **Outcome Method**

Assessment will be determined by a specifically developed examination to be given after the presentation of material covering the desired outcome.

## **Outcome Criterion**

80% of the students will show mastery of 60% of the examination.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

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

## **Outcome Results**

10 students enrolled / 9 students tested  
A - 6 B - 0 C - 0 D - 2 F - 1  
\*\* 8 students tested or 89 % made 60 or above-  
3 out of 5 questions answered correctly.  
\*\*\* 1 students tested or 11 % failed.

## **Outcome Distance Learning Results**

N/A

## **Planned Improvement as an Outcome Result**

None

## **Planned Distance Learning Improvement as an Outcome Result**

N/A

# Child Development Education

**Plan Period:** FY15

**Outcome ID#:** 7814

## **Outcome Description**

Students will analyze some of the ways to create and maintain an inclusive early childhood program.

## **Outcome Strategy**

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

## **Outcome Method**

Assessment will be determined by a specifically developed examination to be given after the presentation of material covering the desired outcome.

## **Outcome Criterion**

80% of the students will show mastery of 60% of the examination.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

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

## **Outcome Results**

10 students enrolled / 9 students tested  
A - 5 B - 1 C - 0 D - 2 F - 1  
\*\* 8 students tested or 89 % made 60 or above-  
3 out of 5 questions answered correctly.  
\*\*\* 1 students tested or 11 % failed.

## **Outcome Distance Learning Results**

N/A

## **Planned Improvement as an Outcome Result**

None

## **Planned Distance Learning Improvement as an Outcome Result**

N/A

# Computer Science Education

**Plan Period:** FY15

**Outcome ID#:** 7870

## **Outcome Description**

Students will demonstrate ability to: insert and format a picture in a WORD document, including applying picture styles and picture effects.

## **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 a Word Project which is specifically mapped 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/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

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

## **Outcome Results**

Eighty six per cent (86%) face to face students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcome in face to face classes.

## **Outcome Distance Learning Results**

Ninety-two percent (92%) 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 face to face 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 eighty percent (92%) 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:** FY15

**Outcome ID#:** 7873

## **Outcome Description**

Students will demonstrate the ability to use PowerPoint to insert and format a picture in a presentation, including applying picture styles and picture effects

## **Outcome Strategy**

Students will gain the knowledge of creating a presentation using picture effects, animations, and video through reading the textbook material, interaction with instructor, and completing assigned homework/lab work.

## **Outcome Method**

The assessment of this will be determined by students completing a PowerPoint specifically mapped 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/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

## **Outcome Results**

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

## **Outcome Distance Learning Results**

Ninety-two percent (92%) of the students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcome in distance classes.

## **Planned Improvement as an Outcome Result**

Since ninety-one percent (91%) of the face to face 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 ninety-two percent (92%) 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:** FY15

**Outcome ID#:** 7874

## **Outcome Description**

Students will demonstrate the ability to accurately create, modify, and use a database to include creating a primary key, changing field properties, field widths, field data types, and proper use of the query wizard.

## **Outcome Strategy**

Students will gain the knowledge of creating a database, creating a primary key, modifying fields data types and field properties, and creating a query through reading the textbook material, interaction with instructor, and completing assigned homework/lab work.

## **Outcome Method**

The assessment of this will be determined by students completing an Access Project which is specifically mapped 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/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

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

## **Outcome Results**

Eighty cent (80%) of the face to face students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcome in face to face classes.

## **Outcome Distance Learning Results**

Eight-six percent (86%) of the students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcome in distance classes.

## **Planned Improvement as an Outcome Result**

Since eighty percent (80%) of the face to face 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 eight-six percent (86%) of distance 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.



# Cosmetology Education

**Plan Period:** FY15

**Outcome ID#:** 7871

**Outcome Description**

Students will be taught the proper hair basis in roller placement and the results for each.

**Outcome Strategy**

Through classroom theory, instructor demonstration and students performing hands-on techniques on manikins will enhance the learning requirements for this application.

**Outcome Method**

Students will be evaluated by the instructor by performing step by step applications required by criteria from the Milady textbook.

**Outcome Criterion**

98% of all students will successfully perform the roller placements, as taught.

**Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

Students will be able to perform at the job entry level, thus becoming successful in their career.

**Outcome Results**

Upon evaluation and completion of this course, 100% of the students we able to successfully perform the techniques required for proper roller placement and understood the purpose of each.

**Outcome Distance Learning Results**

**Planned Improvement as an Outcome Result**

Students become for proficient and self-confident as a result of the evaluation.

**Planned Distance Learning Improvement as an Outcome Result**

# Cosmetology Education

**Plan Period:** FY15

**Outcome ID#:** 7872

**Outcome Description**

Students will be taught the proper steps in analyzing an individual's skin for facial services.

**Outcome Strategy**

Students will be taught through hands-on applications and textbook theory and discussions.

**Outcome Method**

Students will be evaluated based on criteria in the Milady Curriculum by practical application and written exams.

**Outcome Criterion**

At least 90% of the class will be able to properly perform skin analysis at the end of the course.

**Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

In order for the student to be successful in the salon industry, they must have an understanding of the skin analysis steps to determine the best treatment/service for that client.

**Outcome Results**

100% of students have understood the process of skin analysis by performing these analysis on fellow students and clients. This will give them the proper treatments per skin type which will make them more successful in the spa or salon.

**Outcome Distance Learning Results**

**Planned Improvement as an Outcome Result**

As a result of some of the changes that were made and introduced, there was a marked improvement in understanding skin types, problem areas, etc.

**Planned Distance Learning Improvement as an Outcome Result**

# Cosmetology Education

**Plan Period:** FY15

**Outcome ID#:** 7876

**Outcome Description**

Students will be taught the proper techniques and safety precautions using a razor with a guard.

**Outcome Strategy**

Students will learn by classroom theory, teacher demonstration and hands-on practice on a manikin.

**Outcome Method**

Students will be assessed with written tests and practical applications.

**Outcome Criterion**

85% of students will be able to properly use the razor to perform a haircut with safety.

**Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

Students will be able to perform this hair cutting technique at the job entry level, thus becoming successful in their career.

**Outcome Results**

100% of the students were successful in learning the proper procedure and safety precaution when performing a haircut with a razor.

**Outcome Distance Learning Results**

**Planned Improvement as an Outcome Result**

Since this technique has become more of a trend today, students will be more prepared to perform this cutting service in the workplace.

**Planned Distance Learning Improvement as an Outcome Result**

# Criminal Justice Education

**Plan Period:** FY15

**Outcome ID#:** 7810

## **Outcome Description**

The student will be able to describe and explain the function of the Uniform Crime Report.

## **Outcome Strategy**

Students will gain an understanding of the desired outcome through reading the textbook material, student interaction and discussion, written assignments, and required course material exercises.

## **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 and exercises. A minimum of 82% of the students will be able to achieve the desired learning outcome based on the assessment activity

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

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**

All students achieved the outcome and were will be able to describe and explain the function of the Uniform Crime Report.

## **Outcome Distance Learning Results**

Not distance learning.

## **Planned Improvement as an Outcome Result**

Methods used to determine understanding of the UCR indicated that students achieved the stated outcome. No Changes anticipated.

## **Planned Distance Learning Improvement as an Outcome Result**

Not Distance ed.

# Criminal Justice Education

**Plan Period:** FY15

**Outcome ID#:** 7811

## **Outcome Description**

The student will be able to describe and explain the dual functions of probation investigation and supervision.

## **Outcome Strategy**

Students will gain an understanding of the desired outcome through reading the textbook material, student interaction and discussion, written assignments, and required on line course material exercises.

## **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 and exercises. A minimum of 82% of the students will be able to achieve the desired learning outcome based on the assessment activity

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

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**

All students achieved the outcome and were will be able to describe and explain the function of the presentence investigation and supervision.

## **Outcome Distance Learning Results**

All students participating in the on line course achieved the outcome and were will be able to describe and explain the desired outcomes by use of written work and testing.

## **Planned Improvement as an Outcome Result**

Methods used to determine understanding of the dual function of parole and probation PSI reports indicated that students achieved the stated outcome. No Changes anticipated.

## **Planned Distance Learning Improvement as an Outcome Result**

Methods used to determine understanding of the desired outcome indicated that students understood the dual functions of probation investigation and supervision. No Changes anticipated.

# Criminal Justice Education

**Plan Period:** FY15

**Outcome ID#:** 7815

## **Outcome Description**

The student will be able to describe and explain the function of a Defense Attorney in the judicial process.

## **Outcome Strategy**

Students will gain an understanding of the desired outcome through reading the textbook material, student interaction and discussion, written assignments, and required on line course material exercises.

## **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, research, and exercises. A minimum of 84% of the students will be able to achieve the desired learning outcome based on the assessment activity

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

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**

All students achieved the outcome and were will be able to describe and explain the function of a defense attorney in the judicial process.

## **Outcome Distance Learning Results**

Not Distance ed.

## **Planned Improvement as an Outcome Result**

Methods used to determine understanding of the Defense attorney indicated that students had achieved the stated outcome. No Changes anticipated

## **Planned Distance Learning Improvement as an Outcome Result**

Not distance ed.

# Drafting Technology Education

**Plan Period:** FY15

**Outcome ID#:** 7586

## **Outcome Description**

Demonstrate the capability to develop architectural drawings including working drawings, presentation drawings and site drawings.

## **Outcome Strategy**

Classroom lectures, lab demonstrations, unit readings, and student execution of projects will be used to develop the knowledge and skills necessary to complete basic drawing projects.

## **Outcome Method**

The final project drawing will be the assessment instrument.

## **Outcome Criterion**

All students should complete the final project drawing with a minimum of 85% accuracy.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

Critical Thinking - In Architecture, creative solutions to problems are required. Problems are encountered and solutions have to be found. Often times these solutions cannot be reached by simply applying a formula, out of the box solutions are required.

## **Outcome Results**

The particular class was small and contained very good students. All students met the outcome with 90% or better.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

no changes

## **Planned Distance Learning Improvement as an Outcome Result**

# Drafting Technology Education

**Plan Period:** FY15

**Outcome ID#:** 7587

## **Outcome Description**

Gain an understanding of the importance and developed proper file management techniques associated with CAD software files.

## **Outcome Strategy**

Lecture and handout outlining the required network folder locations and proper file naming methods.

## **Outcome Method**

Check the students' network folder for proper field management techniques and structure.

## **Outcome Criterion**

All students must adhere to the proper techniques and methods with 100% accuracy.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

Critical Thinking - The student needs to make decisions as to how to correctly name files per the course type or project type as well as the correct folder hierarchy.

## **Outcome Results**

Lofty goal set. Not all students gained an understanding of the importance of proper file management. Eighty nine percent met the outcome of 100%.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

Try harder to express the importance of proper file management.

## **Planned Distance Learning Improvement as an Outcome Result**



# Drafting Technology Education

**Plan Period:** FY15

**Outcome ID#:** 7588

## **Outcome Description**

Students will demonstrate an ability to choose proper ANSI hatch patterns to correctly identify an object's material.

## **Outcome Strategy**

Classroom lectures, lab demonstrations, unit readings, and student execution of projects will be used to develop the knowledge and skills necessary to correctly identify materials.

## **Outcome Method**

Hatch pattern pre-test and post-test will be administered.

## **Outcome Criterion**

Most students should show at least a 30% improvement between pre- and post-test scores.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

Critical Thinking - This outcome requires the ability to gather and marshal pertinent information to come to a correct conclusion.

## **Outcome Results**

I failed to administer the Pre-Test. However, using the Final Exam questions pertaining to this topic, 57% of the questions were answered correctly.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

Obviously this outcome needs attention. More emphasis will be placed on this topic in the future.

## **Planned Distance Learning Improvement as an Outcome Result**

# Fire Sciences Education

**Plan Period:** FY15

**Outcome ID#:** 7865

**Outcome Description**

TO DEMONSTRATE KNOWLEDGE AND PROFICIENCY IN THE OPERATION OF THE ANNUNCIATOR PANEL AND FIRE ALARM SYSTEMS.

**Outcome Strategy**

STUDENT WILL GAIN AN UNDERSTANDING OF THE DESIRED OUTCOME THROUGH CLASS INTERACTION AND DISCUSSIONS, PRACTICE EXERCISES AND CLASS DEMONSTRATIONS.

**Outcome Method**

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

**Outcome Criterion**

A MINIMUM OF 84% OF STUDENTS WILL BE ABLE TO ACHIEVE THE DESIRED LEARNING OUTCOME BASED ON THE ASSESSMENT ACTIVITY.

**Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

THE STUDENTS 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 FIRE SERVICE OCCUPATIONS.

**Outcome Results**

BASED ON TESTS, LEARNING EXERCISES, WRITTEN ASSIGNMENTS AND IN CLASS DISCUSSIONS AND PARTICIPATION 92% OF STUDENTS DEMONSTRATED AN UNDERSTANDING OF THE OPERATION OF ANNUNCIATOR PANELS AND FIRE ALARM SYSTEMS.

**Outcome Distance Learning Results**

NOT A DISTANCE LEARNING COURSE

**Planned Improvement as an Outcome Result**

STUDENTS THAT PARTICIPATED IN COURSE ACTIVITIES AND COMPLETED THE COURSE DID ACHIEVE THE DESIRED OUTCOME OF ANALYZING, INTERPRETING AND EVALUATING PRINTED AND VISUAL MATERIALS AND DEVELOPED CRITICAL THINKING SKILLS THAT ARE NECESSARY FOR FIRE SERVICE OCCUPATIONS.

**Planned Distance Learning Improvement as an Outcome Result**

NOT A DISTANCE LEARNING COURSE.

# Fire Sciences Education

**Plan Period:** FY15

**Outcome ID#:** 7866

## **Outcome Description**

STUDENTS WILL BE ABLE TO CORRECTLY APPLY PRINCIPLES OF HYDRAULICS TO SET AND MAINTAIN PROPER PUMP PRESSURE TO A BUILDING'S SPRINKLER SYSTEM.

## **Outcome Strategy**

THE STUDENT WILL GAIN AN UNDERSTANDING OF THE DESIRED OUTCOME THROUGH READING THE TEXTBOOK MATERIALS, 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 MATERIAL THAT WILL CONTAIN QUESTIONS SPECIFICALLY DEVELOPED TO DETERMINE THE LEVEL STUDENT HAVE ACHIEVED.

## **Outcome Criterion**

A MINIMUM OF 86% OF THE STUDENTS WILL BE ABLE TO ACHIEVE THE DESIRED LEARNING OUTCOME BASED ON THE ASSESSMENT ACTIVITY.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

THE STUDENT WILL DEMONSTRATE THE ABILITY TO COMMUNICATE CLEARLY IN WRITTEN ASSIGNMENTS, EVALUATING PRINTED AND VISUAL MATERIALS. CRITICAL THINKING SKILLS ARE NECESSARY FOR FIRE SCIENCE OCCUPATIONS.

## **Outcome Results**

BASED ON TESTS, LEARNING EXERCISES, WRITTEN ASSIGNMENTS AND IN CLASS PARTICIPATION 91% OF STUDENTS DEMONSTRATED AN UNDERSTANDING OF THE PRINCIPLES OF HYDRAULICS AND HOW TO SET AND MAINTAIN PROPER PUMP PRESSURE TO A BUILDING'S SPRINKLER SYSTEM.

## **Outcome Distance Learning Results**

NOT A DISTANCE LEARNING COURSE

## **Planned Improvement as an Outcome Result**

STUDENTS THAT PARTICIPATED IN COURSE ACTIVITIES AND COMPLETED THE COURSE DID ACHIEVE THE DESIRED OUTCOME FOR THE ABILITY TO SET AND MAINTAIN PROPER PUMP PRESSURE TO A BUILDING'S SPRINKLER SYSTEM.

## **Planned Distance Learning Improvement as an Outcome Result**

NOT A DISTANCE LEARNING COURSE

# Fire Sciences Education

**Plan Period:** FY15

**Outcome ID#:** 7867

## **Outcome Description**

THE STUDENT WILL BE ABLE TO EXPLAIN THE INTRA-ORGANIZATIONAL COOPERATION NEEDED FOR A FIRE DEPARTMENT TO FUNCTION PROPERLY. DESCRIBE THE FUNDAMENTAL MANAGEMENT AND ORGANIZATIONAL PRINCIPLES. ALSO DEMONSTRATE LEADERSHIP AND MANGEMENT SKILLS AT THE COMPANY GRADE LEVEL.

## **Outcome Strategy**

THE STUDENT WILL GAIN AN UNDERSTANDING OF THE DESIRED OUTCOME THROUGH READING THE TEXTBOOK MATERIALS, CLASS INTERACTION AND DISCUSSIONS, PRACTICE EXERCISES AND CLASS DEMONSTRATIONS.

## **Outcome Method**

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

## **Outcome Criterion**

A MINIMUM OF 88% OF THE STUDENTS WILL BE ABLE TO ACHIEVE THE DESIRED LEARNING OUTCOME BASED ON THE ASSESSMENT ACTIVITY.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

THE STUDENTS WILL DEMONSTRATE THE ABILITY TO COMMUNICATE CLEARLY IN WRITTEN ASSIGNMENTS, READING SKILLS WILL FOCUS ON COMPREHENDING, ANALYZING, INTERPRETING AND EVALUATING VISUAL AND PRINTED MATERIALS. CRITICAL THINKING SKILLS ARE NECESSARY FOR FIRE ADMINISTRATION SERVICE OCCUPATIONS.

## **Outcome Results**

BASED ON TESTS, LEARNING EXERCISES, WRITTEN ASSIGNMENTS AND IN CLASS PARTICITPATION, 94% OF STUDENTS DEMONSTRATED THE UNDERSTANDING OF THE INTRA-ORGANIZATIONAL COOPERATION NEEDED FOR A FIRE DEPARTMENT TO FUNCTION PROPERLY, AND TO DESCRIBE THE FUNDAMENTAL MANAGEMENT AND ORGANIZATIONAL PRINCIPLES. THEY ALSO CAN DEMONSTRATE LEADERSHIP AND MANAGEMENT SKILLS AT THE COMPANY GRADE LEVEL.

## **Outcome Distance Learning Results**

NOT A DISTANCE LEARNING COURSE

## **Planned Improvement as an Outcome Result**

STUDENTS THAT PARTICIPATED IN ALL COURSE ACTIVITIES AND COMPLETED THE COURSE ACQUIRED THE CRITICAL THINKING SKILLS NECESSARY FOR FIRE ADMINISTRATION SERVICE OCCUPATIONS AND LEARNED ABOUT INTRA-ORGANIZATIONAL COOPERATION BETWEEN DEPARTMENTS WITHIN THE FIRE DEPARTMENT ALONG WITH FUNDAMENTAL MANAGEMENT AND ORGANIZING PRINCIPLES. ALSO HOW TO DEMONSTRATE LEADERSHIP AND MANAGEMENT SKILLS AT THE COMPANY OFFICER LEVEL.

## **Planned Distance Learning Improvement as an Outcome Result**

NOT A DISTANCE LEARNING COURSE

# Legal Assistant Technology Education

**Plan Period:** FY15

**Outcome ID#:** 7833

## **Outcome Description**

Students enrolled in Interviewing and Investigation will learn how to obtain information from various sources to benefit their case.

## **Outcome Strategy**

Students will have assignments and hands-on exercise to obtain the desired outcome.

## **Outcome Method**

Projects, Assessments, Activities, Assignments and tests will be administered to the students throughout the semester to determine the student's level of achievement of the desired outcome.

## **Outcome Criterion**

Sixty percent of students assessed will be able to achieve a minimum score of 70 or above on the desired learning outcome.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

This outcome is related to the student's ability to communicate effectively through written English. The students will have to read a written test and assignments/reviews and comprehend questions/problems to answer successfully.

## **Outcome Results**

Eighty eight per cent (88%) of the students assessed scored at least seventy percent (70%) accuracy when assessed on this learning outcome. This is for Face to Face only students we have no distance education students in this class.

## **Outcome Distance Learning Results**

Sixty eight per cent (68%) of the students assessed scored at least seventy percent (70%) accuracy when assessed on this learning outcome. This is for Face to Face only students we have no distance education students in this class

## **Planned Improvement as an Outcome Result**

No changes recommended for this objective as a result of the success rate of the students.

## **Planned Distance Learning Improvement as an Outcome Result**

Try to engage students more with the completion of their homework assignments.

# Legal Assistant Technology Education

**Plan Period:** FY15

**Outcome ID#:** 7834

## **Outcome Description**

Students enrolled in the Family Law class should be able to recognize general principles of family law and apply it to individual clients in their office.

## **Outcome Strategy**

Students will have class discussion, assignments and hands-on exercises to obtain the desired outcome.

## **Outcome Method**

Projects, Assessments, Activities, Assignments and tests will be administered to the students throughout the semester to determine the student's level of achievement of the desired outcome.

## **Outcome Criterion**

Sixty percent of students assessed will be able to achieve a minimum of score of 70 or above on the desired learning outcome

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

This outcome is related to the student's ability to communicate through written English. The students will have to read a written test and comprehend the questions/problems to answer successfully.

## **Outcome Results**

Eighty per cent (80%) of the students assessed scored at least seventy percent (70%) accuracy when assessed on this learning outcome. This is for Face to Face students.

## **Outcome Distance Learning Results**

N/A

## **Planned Improvement as an Outcome Result**

No changes recommended for this objective.

## **Planned Distance Learning Improvement as an Outcome Result**

N/A

# Legal Assistant Technology Education

**Plan Period:** FY15

**Outcome ID#:** 7835

## **Outcome Description**

Students enrolled in the Criminal Law and Procedure class will recognize elements of offices and how a criminal case proceeds through the judicial system and apply those concepts to their individual clients.

## **Outcome Strategy**

Students will have class discussion, assignments and hands-on exercises to obtain the desired outcome.

## **Outcome Method**

Projects, Assessments, Activities, Assignments and tests will be administered to the students thought the semester to determine the student's level of achievement of the desired outcome.

## **Outcome Criterion**

Sixty percent of students assessed will be able to achieve a minimum of score of 70 or above on the desired learning outcome.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

This outcome is related to the student's ability to communicate through written English. The students will have to read a written test and comprehend the questions/problems to answer successful.

## **Outcome Results**

N/A

## **Outcome Distance Learning Results**

Ninety two per cent (92%) of the students assessed scored at least seventy percent (70%) accuracy when assessed on this learning outcome. This is for Internet students.

## **Planned Improvement as an Outcome Result**

N/A

## **Planned Distance Learning Improvement as an Outcome Result**

No changes recommended for this objective because of the number of students successfully completing the objective.

# Legal Assistant Technology Education

**Plan Period:** FY15

**Outcome ID#:** 7836

## **Outcome Description**

### **Outcome Strategy**

Students will have class discussion, assignments and hands-on exercises to obtain the desired outcome.

### **Outcome Method**

Tests will be administered to the students throughout the semester to determine the student's level of achievement through the desired outcome.

### **Outcome Criterion**

Sixty percent of students assessed will be able to achieve a minimum of score of 70 or above on the desired learning outcome.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

This outcome is related to the student's ability to communicate through written English. The students will have to read a written test and comprehend the questions/problems to answer successful.

### **Outcome Results**

### **Outcome Distance Learning Results**

### **Planned Improvement as an Outcome Result**

### **Planned Distance Learning Improvement as an Outcome Result**



# Life and Career Skills Education

**Plan Period:** FY15

**Outcome ID#:** 7875

## **Outcome Description**

Medical/Nursing Assistant students will be provided the opportunity to become nationally certified Medical Assistants through National Health Careers Association.

## **Outcome Strategy**

Medical/Nursing Assistant students enrolled in the "cap stone"/Externship course will complete study materials for the National Health Careers Association Medical Assistant certification exam as part of this last program course leading to graduation.

TVCC is an official NHA testing site available for Medical Assistant certification testing.

## **Outcome Method**

What is the TVCC Medical Assistant percentage pass rate on the NHA exam?

## **Outcome Criterion**

TVCC will maintain a 90% pass rate of the NHA exam.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

NHA Medical/Nursing Assistant certification is focused on critical thinking skills, but includes empirical and quantitative skills.

## **Outcome Results**

7 students took the CCMA certification exam from National Health careers Association. 4 passed. 57% pass rate.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

Curriculum for student preparation for the CCMA NHA exam was changed.

An improvement plan for student success was developed by the Externship instructor and the dean.

- \* Student must be academically functioning at a minimum of a 10th grade level to progress to NHA testing.
- \* The instructor will raise the rigor of course work.

## **Planned Distance Learning Improvement as an Outcome Result**

# Life and Career Skills Education

**Plan Period:** FY15

**Outcome ID#:** 7888

## **Outcome Description**

All Medical/Nursing Assistant students seeking certifications and/or to enter M/N Assistant Externship (MDCA 1260) must document that they can read and do math at a functional 10th grade level. This is to aid in the expectation that students will be successful: on certification exams, in completing the M/NA Level one certificate, and successful in employment/retaining employment.

## **Outcome Strategy**

Test of Adult Basic Education (TABE test) will be given to all students at no costs. Those not performing at the minimum standard will be provided their assessment information and be referred to take advantage of TVCC tutorials.

## **Outcome Method**

Test of Adult Basic Education

## **Outcome Criterion**

It is expected that TVCC M/NA students will meet the TVCC-Carl Perkins funding goal of 93% success rate on credentialing exams.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

The student assessment and is to find students who need tutoring in literacy skills needed for success--be advised for taking personal responsibility of choices, use critical thinking to solve entry level medical problems, and apply math skills.

## **Outcome Results**

All Medical/Nursing Assistant students seeking industry/governmental certifications or licensures were required to prove a literacy functioning level of 10th grade in reading, writing and math to be eligible to take certification exams through TVCC. The Test of Adult Basic Education was used as a departmental assessment tool. Or, students could provide equivalent TSI scores. Only students with 10th grade or higher literacy levels took the certification exams. Pass rates improved by 9%.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

The Test of Adult Basic Education is being continued as an assessment tool to determine student eligibility for participating in outside certification exam processes.

## **Planned Distance Learning Improvement as an Outcome Result**

# Life and Career Skills Education

**Plan Period:** FY15

**Outcome ID#:** 7890

## **Outcome Description**

Assure that all Medical/Nursing Assistant students have met all of the standards set by outside regulatory groups:

1. Texas Department of Health - Immunization records
2. Texas Higher Education Administrative Code - Immunization records and criminal history background checks.
3. Texas Department of Aging and Disability Services - (Certified Nurse Aide Students)
4. Center for Disease Control (for the interpretation/ and implementation of immunization regulations)

## **Outcome Strategy**

Students will be allowed to enter TVCC Medical/Nursing Assistant courses who have not completed all immunizations; however, they must have them complete before entering into clinicals or courses that contain invasive procedures.

The Community Services Department will develop a degree plan (certificate plan) that permits students to begin entry level medical courses and complete the associated skills portion of the training during a subsequent semester so that all documentation can be completed.

## **Outcome Method**

Was a degree plan (certificate plan) developed that would solve this problem for entry level Medical/Nursing Assistant students.

## **Outcome Criterion**

Students will be able to enter a base M/NA course such as CNA without immunizations, they could complete those immunizations and their criminal history background check during their first semester and complete clinicals the following semester.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

The General Education Outcomes only indirectly apply.

1. Student take personal responsibility to meet the expected criteria
2. Students realize that they are a part of a broader social environment and that their behaviors and choices can indirectly impact others--particularly medical patients.

## **Outcome Results**

Yes. A plan was developed, and TVCC engaged the company, Certified Background to assist with student personal tracking of immunizations records, criminal history background check results.

TVCC planned and implemented an instructor training session with the Texas Department of Aging and Disability Services to train instructors and staff on state certification training standards.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

Students now track their individual data through CB accounts and submit the results to the Medical/Nursing Assistant Department for assessing the meeting of standards. The CB accounts belong to the individual students. This provides each student with a document tracking system for use when they seek employment.

**Planned Distance Learning Improvement as an Outcome Result**

# Management Education

**Plan Period:** FY15

**Outcome ID#:** 7838

## **Outcome Description**

Students will discuss personnel planning, methods for recruiting job candidates and the main components of talent 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/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

This outcome relates to the students to comprehend, analyze, interpret and evaluate printed materials. The students will have to use the above General Education Outcomes to be successful when planning personnel, recruiting and talent management in their organization.

## **Outcome Results**

Lecture: Fourteen students took Exam 1, which covers personnel planning and methods for recruiting job candidates. Eleven students met the objective by making a score of 70 or better. The overall class objective was met because 79% of the class members who took the exam met the learning outcome.

## **Outcome Distance Learning Results**

27 students took Exam 1, which covers personnel planning and methods for recruiting job candidates. Fourteen students met the objective by making a score of 70 or better. The overall class objective was not met because only 52% of the class members who took the exam met the learning outcome.

## **Planned Improvement as an Outcome Result**

I will continue to teach and engage the class as before, because of the positive results of the students in this class that met the learning outcome.

## **Planned Distance Learning Improvement as an Outcome Result**

I will update the study guide for the material that the online students will review as they cover this learning outcome and prepare to take Exam 1.

# Management Education

**Plan Period:** FY15

**Outcome ID#:** 7839

## **Outcome Description**

Students will explain what practical steps managers can take to improve ethical decision making in the work environment.

## **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/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

This outcome relates to the students to comprehend, analyze, interpret and evaluate printed materials. The students will have to use the above General Education Outcomes to be successful when making ethical decisions in the work environment.

## **Outcome Results**

Lecture: Nine students took Exam 1, which covers practical steps managers can take to improve ethical decision making in the work environment. Five students met the objective by making a score of 70 or better. The overall class objective was not met since only 56% of the class met the learning outcome.

## **Outcome Distance Learning Results**

22 students took Exam 1, which covers practical steps managers can take to improve ethical decision making in the work environment. Sixteen students met the objective by making a score of 70 or better. The overall class objective was not met since only 73% of the class met the learning outcome.

## **Planned Improvement as an Outcome Result**

Lecture: I will emphasize the ethical decision making more by using different scenarios for the class to complete individually and then in small groups.

## **Planned Distance Learning Improvement as an Outcome Result**

I will emphasize the ethical decision making more by using different scenarios for the students to complete as one of their chapter homework assignments.

# Management Education

**Plan Period:** FY15

**Outcome ID#:** 7840

## **Outcome Description**

Students will explain the importance of communication for effective supervisory management and the major channels of communication available to the supervisor.

## **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/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

This outcome relates to the student's ability to comprehend, analyze, interpret and evaluate printed materials. The students will have to use the above General Education Outcomes to be successful in today's competitive workplace.

## **Outcome Results**

N/A

## **Outcome Distance Learning Results**

22 students took Exam 1 which covered the importance of communication for supervisors and the major channels of communication to utilize. Sixteen students met the objective by making a score of 70 or better. The overall class objective was not met since only 73% of the class members who took the exam met the learning outcome.

## **Planned Improvement as an Outcome Result**

N/A

## **Planned Distance Learning Improvement as an Outcome Result**

I will continue to emphasize to the students the importance of communication for supervisors and will add a TedTalk for the students to view and summarize on this topic.

# Mechanical Engineering Technology Education

**Plan Period:** FY15

**Outcome ID#:** 8007

## **Outcome Description**

Utilizing Computer Aided Design (CAD) software, students will construct 2D and 3D models/assemblies/drawings and exhibit proper dimensioning/design techniques.

## **Outcome Strategy**

Through guided exercises, industry standards, and instructor led demonstrations.

## **Outcome Method**

After completion of guided tutorials and instructor demonstrations, the student constructed models will be evaluated for proper dimensioning and form. Forty (40) percent of the student's grade will consist of end of chapter exercises constructed solely by the student and sixty (60) percent will consist of instructor assigned tests.

## **Outcome Criterion**

Eighty (80) percent of the student population should score an average passing grade on all assignments.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

We are utilizing CAD (Computer Aided Design) software as our main resource to present proper parametric model creation and defining proper dimensioning techniques. Through student inquiry and participation during demonstrations, design evaluations, and utilization of the software, students will demonstrate their knowledge and ability to construct proper models/drawings in order to communicate their skillset to the instructor.

## **Outcome Results**

After completion of required instructor led tutorials/demonstrations and student constructed models, 95 percentile of students passed evaluation criteria.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

## **Planned Distance Learning Improvement as an Outcome Result**



# Mechanical Engineering Technology Education

**Plan Period:** FY15

**Outcome ID#:** 8008

## **Outcome Description**

Students will demonstrate a working knowledge and ability to interpret part blueprints and exhibit the ability to physically produce the described part using machine tools within prescribed tolerances.

## **Outcome Strategy**

Through the use of classroom lectures, instructor demonstrations, video presentations, and reading assignments, students will develop the skills necessary to complete manufactured products utilizing mills, lathes, and other machine production equipment.

## **Outcome Method**

All completed projects will be graded for dimensional accuracy to the prescribed blueprint for fit, form, and function. In addition, student's grade will be discounted eight (8) points on each project that is started over. This will apply to each component of any project that contains multiple parts. Safety, time management, and proper use of the machinery is also considered in the evaluation.

## **Outcome Criterion**

Eighty (80) percent of all students should score an average passing grade on all assignments.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

Students must demonstrate and communicate accurate interpretation of blueprints, utilization of various mathematical formulas, analyze tool and material selections and properties and design evaluation to complete assignments.

## **Outcome Results**

After completion of required instructor led tutorials/demonstrations and student demonstration of working knowledge and ability to interpret part blueprints and exhibit the ability to physically produce the described part using machine tools within prescribed tolerances, 95 percentile of students passed evaluation criteria.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

## **Planned Distance Learning Improvement as an Outcome Result**

# Mechanical Engineering Technology Education

**Plan Period:** FY15

**Outcome ID#:** 8009

## **Outcome Description**

Students will demonstrate the ability to manually write Computer Numerical Control (CNC) programs for machine tools by converting part geometry from blueprints as well as using computer aided manufacturing (CAM) to produce machine tool codes, offsets, and commands into a functional tool-path to operate a CNC machine.

## **Outcome Strategy**

Through lectures, workbooks, computer based learning software and hands on participation using classroom machines, students will acquire the knowledge and skills necessary to generate/edit machine code and operate CNC equipment.

## **Outcome Method**

Students will be given 2D drawings to produce tool-paths using Cartesian coordinates, machine commands, proper tool selection to construct a physical sample of their written or computer generated program. In addition, students will measure their finished project via 1st article inspection. At the instructor's discretion this inspection may be completed by the instructor, the student completing the project, or by another student.

## **Outcome Criterion**

Eighty (80) percent of all students should score an average passing grade on all assignments.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

Students will be required to evaluate blueprints, machine capabilities, material selection, tool selection, part geometries, time requirements, coordinates, mathematical formulas, and limitations and restraints to generate a manufacturing plan resulting in a final product.

## **Outcome Results**

After completion of required instructor led tutorials/demonstrations and student assignments requiring demonstration of the ability to manually write Computer Numerical Control (CNC) programs for machine tools by converting part geometry from blueprints as well as using computer aided manufacturing (CAM) to produce machine tool codes, offsets, and commands into a functional tool-path to operate a CNC machine, 95 percentile of students passed evaluation criteria.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

## **Planned Distance Learning Improvement as an Outcome Result**

# Medical Office Technology Education

**Plan Period:** FY15

**Outcome ID#:** 7830

## **Outcome Description**

The students in the Medical Office Technology program will be able to pronounce and correctly spell medical terms that are used in the office of a Physician.

## **Outcome Strategy**

Students will have class discussions, classroom presentations, and hands-on exercises to obtain the desired outcome.

## **Outcome Method**

Projects, Assessments, activities and tests will be administered to the students throughout the semester to determine the student's level of achievement of the desired outcome.

## **Outcome Criterion**

Sixty percent (60%) of the students will be able to achieve the minimum score of 70 or above on the desired outcome.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

The 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, problems and scenarios to answer successfully.

## **Outcome Results**

Eighty two per cent (82%) of all the students assessed scored at least seventy percent (70%) accuracy when assessed on this learning outcome. This is for Face to Face students only.

## **Outcome Distance Learning Results**

N/A

## **Planned Improvement as an Outcome Result**

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

## **Planned Distance Learning Improvement as an Outcome Result**

N/A

# Medical Office Technology Education

**Plan Period:** FY15

**Outcome ID#:** 7831

## **Outcome Description**

Students will be able to transcribe medical records information from a given audio medical assignment or project.

## **Outcome Strategy**

Students will have class discussions, classroom presentations, and hands-on exercises to obtain the desired outcome.

## **Outcome Method**

Projects, Assessments, activities and tests will be administered to the students throughout the semester to determine the student's level of achievement of the desired outcome.

## **Outcome Criterion**

Sixty percent (60%) of the students will be able to achieve the minimum score of 70 or above on the desired outcome.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

The 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, problems and scenarios to answer successfully.

## **Outcome Results**

Ninety per cent (90%) of all the students assessed scored at least seventy percent (70%) accuracy when assessed on this learning outcome. This is for Face to Face students only.

## **Outcome Distance Learning Results**

N/A

## **Planned Improvement as an Outcome Result**

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

## **Planned Distance Learning Improvement as an Outcome Result**

N/A

# Medical Office Technology Education

**Plan Period:** FY15

**Outcome ID#:** 7832

## **Outcome Description**

Students will observe and summarize the roles and responsibilities of administrative medical office professionals and discuss examples of ethical dilemmas and how they could be resolved in a medical office environment.

## **Outcome Strategy**

Students will have class discussions, classroom presentations, and hands-on exercises to obtain the desired outcome

## **Outcome Method**

Projects, Assessments, activities and tests will be administered to the students throughout the semester to determine the student's level of achievement of the desired outcome.

## **Outcome Criterion**

Sixty percent (60%) of the students will be able to achieve the minimum score of 70 or above on the desired outcome.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

The 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, problems and scenarios to answer successfully

## **Outcome Results**

Eighty per cent (80%) of all the students assessed scored at least seventy percent (70%) accuracy when assessed on this learning outcome. This is for Face to Face students only.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

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

## **Planned Distance Learning Improvement as an Outcome Result**

# Nail Technology Education

**Plan Period:** FY15

**Outcome ID#:** 7881

**Outcome Description**

Students will demonstrate the mastery of acrylic 3D application

**Outcome Strategy**

Classroom lectures. Individual and collective discussion, internet presentations, textbook theory, and hands on demonstrations.

**Outcome Method**

Students are required to complete a written examination accompanying an hands on demonstration which will be assessed by the Instructor in accordance with the Texas Department of Licensing and Regulation

**Outcome Criterion**

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

**Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

**Outcome Results**

The class for this outcome did not make. No students for survey.

**Outcome Distance Learning Results**

Not distance ed.

**Planned Improvement as an Outcome Result**

none

**Planned Distance Learning Improvement as an Outcome Result**

none

# Nail Technology Education

**Plan Period:** FY15

**Outcome ID#:** 7882

**Outcome Description**

Students will mastery the application of gel nails

**Outcome Strategy**

Classroom lectures and collective discussions, video streaming, text book theory, and hands on demonstration.

**Outcome Method**

Students are required to complete a written examination accompanying a hands on demonstration which will be assessed by the Instructor in accordance with the Texas Department of Licensing and Regulation.

**Outcome Criterion**

90% of students will be able ot achieve the learning outcome based on the assessment activity

**Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

Students will be able to perform at job entry level and become successful in their career.

**Outcome Results**

**Outcome Distance Learning Results**

**Planned Improvement as an Outcome Result**

**Planned Distance Learning Improvement as an Outcome Result**

# Nail Technology Education

**Plan Period:** FY15

**Outcome ID#:** 7883

**Outcome Description**

Students will achieve and demonstrate a mastery of Gel nail art design application.

**Outcome Strategy**

Classroom lecture and discussion, videos, and hands on demonstration by Instructor

**Outcome Method**

The assessment of the desired outcome will be determined by students completing an hands on presentation of the learning outcome material that will contain questions specifically developed to determine the level students' have achieved.

**Outcome Criterion**

90% of students will be able to achieve the desired learning outcome based on the assessment activity.

**Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

**Outcome Results**

**Outcome Distance Learning Results**

**Planned Improvement as an Outcome Result**

**Planned Distance Learning Improvement as an Outcome Result**



# Office Administration Education

**Plan Period:** FY15

**Outcome ID#:** 7860

## **Outcome Description**

After completing POFI 2401 Word Processing I, the student will be able to create and format a table.

## **Outcome Strategy**

An understanding of the desired outcome by the students will be gained through reading the textbook, chapter exercises, and completing a project covering the topic of the learning outcome.

## **Outcome Method**

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

## **Outcome Criterion**

A minimum of 80% of the students will be able to achieve 70 or above on the assessment activity of the desired learning outcome.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

The outcome relates to the student's ability to learn the functions of Word 2013 and apply them and follow directions correctly.

## **Outcome Results**

Eighty-six per cent (86%) of all the students assessed scored at least seventy percent (70%) accuracy when assessed on this learning outcome. This is for Face to Face students only.

## **Outcome Distance Learning Results**

Eighty-eight per cent (88%) of all the students assessed scored at least seventy percent (70%) accuracy when assessed on this learning outcome. This is for internet students only.

## **Planned Improvement as an Outcome Result**

No changes anticipated for the face to face class since all student met the criteria.

## **Planned Distance Learning Improvement as an Outcome Result**

No changes anticipated for the face to face class since all student met the criteria.

# Office Administration Education

**Plan Period:** FY15

**Outcome ID#:** 7861

## **Outcome Description**

After completing POFI 2440 Advanced Word Processing the student will be able to create and merge letters, envelopes, and labels.

## **Outcome Strategy**

An understanding of the desired outcome by the students will be gained by reading the textbook, completing practice exercises, and completing the skills exercises at the end of the chapter.

## **Outcome Method**

An assessment of the desired learning outcome will be determined by students completing the assigned problems, and completing a project at the end of the chapter.

## **Outcome Criterion**

Eighty percent of the students that complete the skills assessment will be able to achieve a score of 70 or higher to demonstrate an understanding of the desired learning outcome.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

This outcome relates the student's ability to comprehend, analyze, interpret, and evaluate printed materials, and implement understanding of Word 2013 to achieve desired results.

## **Outcome Results**

N/A

## **Outcome Distance Learning Results**

Eighty-six per cent (86) of all the students assessed scored at least seventy percent (70%) accuracy when assessed on this learning outcome. This is for Internet students only.

## **Planned Improvement as an Outcome Result**

N/A

## **Planned Distance Learning Improvement as an Outcome Result**

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

# Office Administration Education

**Plan Period:** FY15

**Outcome ID#:** 7862

**Outcome Description**

After completing POFT 2312, students will be able to create an effective resume.

**Outcome Strategy**

Students will gain an understanding of the desired outcome by reading the textbook, attending class lectures, creating practice resumes, and

**Outcome Method**

An assessment of the desired outcome will be determined by students completing assignments on the learning outcome, examinations, and a project covering the topic of the learning outcome.

**Outcome Criterion**

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

**Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

This outcome relates the student's ability to comprehend, analyze, interpret, and evaluate printed materials.

**Outcome Results**

N/A

**Outcome Distance Learning Results**

Eighty-five per cent (85) of all the students assessed scored at least seventy percent (70%) accuracy when assessed on this learning outcome. This is for Internet students only.

**Planned Improvement as an Outcome Result**

N/A

**Planned Distance Learning Improvement as an Outcome Result**

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

# Professional Education

**Plan Period:** FY15

**Outcome ID#:** 7892

## **Outcome Description**

Continue to provide professional/para professional training for local business and industry.

East Texas employment needs surveys indicate that training in medical, logistics, and skills involving welding are needed.

(This is a "continuance" because specific business and industry training needs are not generally known at the time the department does goal setting.)

## **Outcome Strategy**

TVCC will continue to refine the movement of entry level medical training (Medical/Nursing Assistant) from non-credit to credit, meet the needs of both groups of students, and seek applicable industry certification to incorporate into training.

TVCC will begin the development of logistics training to meet the needs of employment associated with oil field work and warehousing/manufacturing work.

## **Outcome Method**

Were at least three industry/state certifications made available to Medical/Nursing Assistant students?

Did all graduating M/NA students complete at least one industry/state certification.

Was at least one course related to a logistics program made available to students for training?

## **Outcome Criterion**

What are three industry/state certification available to entry level medical students?

Did all graduating M/NA students complete at least one industry/state certification.

What logistics course was developed for the program?

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

Students must be capable of critical thinking, empirical and quantitative reasoning and communication skills in order to be successful in meeting certification expectations.

## **Outcome Results**

These industry/state certifications were made available for student credentialing.

1. State of Texas Certified Nurse Aide
2. National Phlebotomy certification through National Health career Association.
3. State and national pharmacy tech certification through the Pharmacy Tech Certification Board exam
4. National and state Certified Clinical Medical Assistant Certification available through National Health careers Assoc.

All students were required to pass #1 (Certified Nurse Aide)

## **Outcome Distance Learning Results**

**Planned Improvement as an Outcome Result**

It is believed that employability of completing students has increased. However, it cannot be measured. Information currently comes through discussion with instructors, students, and the Medical/Nursing Assistant Advisory Committee.

**Planned Distance Learning Improvement as an Outcome Result**

# Professional Education

**Plan Period:** FY15

**Outcome ID#:** 7893

## **Outcome Description**

Provide workforce training to area school district students.

## **Outcome Strategy**

Continue to plan, implement and evaluate student workforce training to meet ISD needs within TVCC guidelines.

## **Outcome Method**

Document:

1. Number of high school students enrolled in departmental workforce training.
2. Number of ISDs partnering with the TVCC department.
3. That at least one additional type of course was added to the departmental offerings for ISDs

## **Outcome Criterion**

1. More than 100 students will enroll
2. More than 10 ISDs will partner with TVCC Community Services Department--evidenced by MOUs
3. The department can add at least one course to the list of courses taught during the year.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

All of the non-credit courses provided in partnership with ISDs requires critical thinking, the application of quantitative skills, and fosters personal responsibility for the student to be prepared for the workforce.

## **Outcome Results**

- \* 157 ISD students enrolled in dual-credit (type) training with the TVCC Continuing and Workforce Education Department in 2014-2015.
- \* 10 ISDs and TVCC had partnerships for workforce training for high school students.
- \* TVCC made Emergency Care Assistant training available to ISDs going into the fall of 2016. (Was added in the school year of 2014-2015.)

## **Outcome Distance Learning Results**

### **Planned Improvement as an Outcome Result**

A "train-the-trainer" course was offered in summer 2015 for ISD ECA trainers. Only one ISD responded, so the course did not make.

It will be offered again for the next school year.

### **Planned Distance Learning Improvement as an Outcome Result**

# Professional Education

**Plan Period:** FY15

**Outcome ID#:** 7894

## **Outcome Description**

The Community Services Department will partner/collaborate with groups to provide workforce and community needed training.

## **Outcome Strategy**

This goal targets groups needing to work with the college for training.

Examples: government bodies (Texas Workforce Commission)

Volunteer Groups: CASA (Court appointed special advocates for children)

## **Outcome Method**

Provide data on agreements with outside groups and the training provided: Number of agreements, and types of training agreements

## **Outcome Criterion**

TVCC Community Services Department will have at least 12 working agreements with outside groups during a year.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

These General Education Outcomes are being met by the Community Services Department to being socially responsible and working as a team with other groups.

THERE IS NOT AN IDENTIFIABLE CORRELATION BETWEEN WHAT IS BEING TAUGHT IN THIS GOAL AND THE GENERAL EDUCATION OUTCOMES.

## **Outcome Results**

TVCC Continuing and Workforce Education Department currently has 84 partnering agreements and memorandums-of-understanding with industry, government entities, and organizations.

Types: 1. ISD training agreements, 2. Clinical agreements with hospitals, nursing homes, medical clinics, dental clinics, home health care organizations, hospice organizations, 3. business and industry groups doing manufacturing, product distribution, and those providing consumer services.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

TVCC students have the opportunity to work in "real world situations" for knowledge and skills.

## **Planned Distance Learning Improvement as an Outcome Result**

# Ranch Management Education

**Plan Period:** FY15

**Outcome ID#:** 7846

## **Outcome Description**

The students will learn and be able construct an H brace properly (meeting ASCS standards).

## **Outcome Strategy**

The students will cut the H braces out to the proper length and weld them together.

## **Outcome Method**

The H braces will be measured and the welds will be tested to ensure that they are constructed properly.

## **Outcome Criterion**

The students will achieve the desired outcome by the H braces fitting properly together, be level and square, and able to withstand the pressure of the fence wire.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

The students will demonstrate critical thinking skills by properly setting the H brace once it is constructed. Students must communicate with each other use teamwork within the group relying measurements, etc.

## **Outcome Results**

The students were able to properly measure, cut, construct, and set H braces with welds and dimensions to meet ASCS standards. All students achieved these tasks.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

In the construction of H braces, we found that it worked better to weld all the braces while set in the ground instead of prefabricating them and then setting them into the ground.

## **Planned Distance Learning Improvement as an Outcome Result**



# Ranch Management Education

**Plan Period:** FY15

**Outcome ID#:** 7847

## **Outcome Description**

The students will learn to properly use a hydraulic squeeze chute.

## **Outcome Strategy**

The students will learn how to operate the chute and will then use it in practice with live cattle.

## **Outcome Method**

By the end of the unit, all of the students will be able to load cattle in the hydraulic squeeze chute and demonstrate the proper procedure of its uses.

## **Outcome Criterion**

After completing the unit, all of the students will demonstrate proper hydraulic squeeze chute techniques.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

The students will use critical thinking skills in order to know the proper timing to activate the different hydraulic squeeze chute operations.

## **Outcome Results**

All students learned to properly operate the hydraulic squeeze chute and all of the accessories tied to the chute.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

Instead of operating the chute on the cattle the first time, the students allowed the cattle to walk through the chute to get used to it. We then ran the cattle through a second time and actually worked the chute and vaccinated the cattle, etc. This allowed the cattle to stay calm and easy to work.

## **Planned Distance Learning Improvement as an Outcome Result**

# Ranch Management Education

**Plan Period:** FY15

**Outcome ID#:** 7848

## **Outcome Description**

In Animal Reproduction, the students will learn the aspects of selecting the most efficient replacement heifers for a breeding herd.

## **Outcome Strategy**

The students will learn the criteria for selecting the most efficient replacement for a breeding operation in a classroom setting. The students will then practice what they have learned at the TVCC Ranch on the ranch's cattle herd, as well as, at local ranches.

## **Outcome Method**

The students will be able to retain and recite criteria for selecting heifers, as well as, describing visual characteristics.

## **Outcome Criterion**

All of the students will be tested on a group of the cattle and be able to determine which heifers which would make the most efficient breeding females.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

By understanding and knowing the criteria for selecting replacement heifers, the students will be able to identify the most efficient females for their particular cattle herd.

## **Outcome Results**

After reviewing the criteria for selecting a set of heifers in a classroom setting, using pictures and demonstrations of both poor and excellent heifers. The students then used what they had learned at the college ranch and identified groups of various heifers and graded them using the tools learned in the class.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

We found by going to local ranches that looking at various breeds and breed characteristics along with the environment of the ranch also played an important role in the selection of heifers. Instead of focusing on one breed at one ranch, it was better to focus on several breeds at different ranches and environments.

## **Planned Distance Learning Improvement as an Outcome Result**

# Welding Education

**Plan Period:** FY15

**Outcome ID#:** 7851

**Outcome Description**

Students will demonstrate the ability to weld a lap joint using a 6011 welding electrode in all welding positions.

**Outcome Strategy**

Classroom discussion, training video, instructor demonstration and hands on practice by the student will be used to help the student obtain the objective.

**Outcome Method**

All students will be graded by the instructor using a visual examination of the weld specimen to determine the quality of the weld. The examination will result in a pass or fail grade.

**Outcome Criterion**

80% of all students will be able to pass the objective of welding lap joints with a 6011 electrode in all welding positions.

**Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

To demonstrate qualitative and quantitative critical thinking skills

**Outcome Results**

77% of the students completed the outcome

**Outcome Distance Learning Results**

**Planned Improvement as an Outcome Result**

No changes at this time.

**Planned Distance Learning Improvement as an Outcome Result**

# Welding Education

**Plan Period:** FY15

**Outcome ID#:** 7852

**Outcome Description**

Students will demonstrate the ability to weld a t joint using a 6011 welding electrode in all welding positions.

**Outcome Strategy**

Classroom discussion, training video, instructor demonstration and hands on practice by the student will be used to help the student obtain the objective.

**Outcome Method**

All students will be graded by the instructor using a visual examination of the weld specimen to determine the quality of the weld. The examination will result in a pass or fail grade.

**Outcome Criterion**

80% of all students will be able to pass the objective of welding T joints using 7018 welding electrode in all positions.

**Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

To demonstrate qualitative and quantitative critical thinking skills

**Outcome Results**

68% of the students completed the outcome.

**Outcome Distance Learning Results**

**Planned Improvement as an Outcome Result**

Devote more class time to this outcome.

**Planned Distance Learning Improvement as an Outcome Result**

# Welding Education

**Plan Period:** FY15

**Outcome ID#:** 7853

**Outcome Description**

Students will demonstrate the ability to weld a lap joint using a 7018 welding electrode in all welding positions.

**Outcome Strategy**

Classroom discussion, training video, instructor demonstration and hands on practice by the student will be used to help the student obtain the objective.

**Outcome Method**

All students will be graded by the instructor using a visual examination of the weld specimen to determine the quality of the weld. The examination will result in a pass or fail grade.

**Outcome Criterion**

80% of all students will be able to pass the objective of welding lap joints with a 7018 electrode in all welding positions.

**Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

To demonstrate qualitative and quantitative critical thinking skills

**Outcome Results**

54% of the students completed this outcome.

**Outcome Distance Learning Results**

**Planned Improvement as an Outcome Result**

Devote more class time to this particular outcome.

**Planned Distance Learning Improvement as an Outcome Result**

# Health Science Education Plans

# Associate Degree Nursing Education

**Plan Period:** FY15

**Outcome ID#:** 7907

## **Outcome Description**

By the end of Level I, the student will be able to apply principles of safety when caring for clients/families across the lifespan that have the key exemplars covered during the semester.

## **Outcome Strategy**

Implement concept-based curriculum for Level I in class, skills and clinical, incorporating interactive class activities, simulation, PrepU, MyNursingLab and EHR.

## **Outcome Method**

Safety score on HESI Custom Test for Level I in fall 2014.

## **Outcome Criterion**

Fifty percent of the students will score at 850 or higher on safety on the HESI Custom Test for Level I.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

## **Outcome Results**

32% of students scored over 850 on the safety section of the Texas CBC custom exam for Level I in the fall of 2014. Not met.

## **Outcome Distance Learning Results**

30% of Athens group and 32.7% of Kaufman group scored over 850 on the safety section for no significant difference between the groups.

## **Planned Improvement as an Outcome Result**

Faculty have adopted a new fundamentals textbook by Yoost and are including Elsevier Adaptive Learning and Elsevier Adaptive Quizzing as well as Nursing Concepts On-line. They will be more consistent in "flipping" the classroom. They have moved the tests to another day to maximize student preparation for class. They will be working on exam development and analysis. They are starting with computerized testing which will hopefully raise HESI scores. Will continue to promote a culture of safety.

## **Planned Distance Learning Improvement as an Outcome Result**

No difference in changes to distance or home sites.

# Associate Degree Nursing Education

**Plan Period:** FY15

**Outcome ID#:** 7908

## **Outcome Description**

By the end of Level I, the student will be able to apply principles of clinical judgment when caring for clients/families across the lifespan that have the key exemplars covered during the semester.

## **Outcome Strategy**

Implement new concept-based curriculum for Level I in class, skills and clinical, incorporating interactive class activities, PrepU, MyNursingLab and EHR.

## **Outcome Method**

Clinical judgment score on HESI Custom Test for Level I in fall 2014

## **Outcome Criterion**

Fifty percent of the students will score at 850 or higher on safety on the HESI Custom Test for Level I

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

## **Outcome Results**

22 out of 108 students scored 850 or higher on nursing judgment on the HESI custom exam for Level I, for a 20% success rate. Not met.

## **Outcome Distance Learning Results**

Results were 19% Kaufman and 27% for Athens so distance site was not negatively affected.

## **Planned Improvement as an Outcome Result**

Faculty have adopted a new fundamentals textbook by Yoost and are including Elsevier Adaptive Learning and Elsevier Adaptive Quizzing as well as Nursing Concepts On-line. They will be more consistent in "flipping" the classroom. They have moved the tests to another day to maximize student preparation for class. They will be working on exam development and analysis. They are starting with computerized testing which will hopefully raise HESI scores.

## **Planned Distance Learning Improvement as an Outcome Result**

No specific changes with relation to distance site.



# Associate Degree Nursing Education

**Plan Period:** FY15

**Outcome ID#:** 7909

## **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 interactive class activities, PrepU, MyNursingLab, and EHR.

## **Outcome Method**

Critical thinking and clinical judgment scores on HESI Custom Test for Level II in spring 2015.

## **Outcome Criterion**

Fifty percent of the students will score at 850 or higher on critical thinking and clinical judgment items on the HESI Custom Test for Level II.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

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

## **Outcome Results**

34% of students scored over 850 on clinical judgment section of the Texas CBC custom HESI exam in spring 2015. HESI no longer reports critical thinking score.

## **Outcome Distance Learning Results**

30% of Athens students and 34.8% of Kaufman students scored over 850 on the clinical judgment section for no significant difference.

## **Planned Improvement as an Outcome Result**

Faculty have adopted a new fundamentals textbook by Yoost and are including Elsevier Adaptive Learning and Elsevier Adaptive Quizzing as well as Nursing Concepts On-line. They will be more consistent in "flipping" the classroom. They have moved the tests to another day to maximize student preparation for class. They will be working on exam development and analysis. They are starting with computerized testing which will hopefully raise HESI scores.

## **Planned Distance Learning Improvement as an Outcome Result**

No specific changes made due to distance site vs. home site.

# Associate Degree Nursing Education

**Plan Period:** FY15

**Outcome ID#:** 7910

## **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 addition of interactive class activities, PrepU, MyNursingLab and EHR.

## **Outcome Method**

Five areas of nursing process and Safe/Effective Care Environment scores on HESI Custom Test for Level II in spring 2015.

## **Outcome Criterion**

Fifty 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/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

## **Outcome Results**

Assessment - 39% - not met

Analysis - 46% - not met

Planning - 52% - met

Implementation - 33% - not met

Evaluation - 31% not met

Safe, effective care environment - 43% - not met

## **Outcome Distance Learning Results**

Assessment: Athens - 10%; Kaufman 42.7%

Analysis: Athens - 20%; Kaufman 49%

Planning: Athens 40%; Kaufman 52.8%

Implementation: Athens 50%; Kaufman 31.5%

Evaluation: Athens 40%; Kaufman 30.3%

Safe, effective care environment: Athens 60% Kaufman 42%

Met in 2/5 for Athens and 1/5 for Kaufman.

## **Planned Improvement as an Outcome Result**

The faculty have modified the patient care "maps" and will be doing more scripting to make sure students understand what goes where on the maps. They have modified the assessment form and adopted a pocket "assessment" book so students will not get so overwhelmed. They will address all areas of the nursing process in class activities. Other changes previously addressed will also help.

## **Planned Distance Learning Improvement as an Outcome Result**

No specific changes related to distance site. Will monitor trends in assessment and analysis to see if this disparity continues.

# Associate Degree Nursing Education

**Plan Period:** FY15

**Outcome ID#:** 7911

## **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 interactive class activities, EHR, PrepU, and MyNursingLab.

## **Outcome Method**

Physiological integrity section of the HESI Custom Test for Level II in spring 2015.

## **Outcome Criterion**

Fifty 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/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

## **Outcome Results**

32% of the students scored 850 or higher on the physiological integrity section of the Texas CBC custom HESI exam in spring of 2015. Not met.

## **Outcome Distance Learning Results**

Athens - 20%

Kaufman - 33.7%

Neither met, but Kaufman was higher.

## **Planned Improvement as an Outcome Result**

In addition to previously mentioned strategies, faculty have adopted a new pharmacology book and the on-line course to go with it. Will address pharmacology in voice overs and will have students complete drug cares. Will incorporate pharmacology questions onto each test as appropriate. Have increased time for class activities to help solidify learning in this area.

## **Planned Distance Learning Improvement as an Outcome Result**

Will monitor trend to see if Athens continues to score lower than Kaufman.

# Associate Degree Nursing Education

**Plan Period:** FY15

**Outcome ID#:** 7912

## **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 and PrepU.

## **Outcome Method**

Safe/Effective Care Environment section of the HESI Custom Test for Level III in fall 2014.

## **Outcome Criterion**

Fifty-five 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/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

## **Outcome Results**

46% of students scored over 850 on Safe, effective care environment on the Level III Texas CBC Custom exam in fall of 2014. Not met.

## **Outcome Distance Learning Results**

Athens - 28.6%

Kaufman - 47.2%

Neither group met.

## **Planned Improvement as an Outcome Result**

Faculty have adopted a new fundamentals textbook by Yoost and are including Elsevier Adaptive Learning and Elsevier Adaptive Quizzing as well as Nursing Concepts On-line. They will be more consistent in "flipping" the classroom. They have moved the tests to another day to maximize student preparation for class. They will be working on exam development and analysis. They are starting with computerized testing which will hopefully raise HESI scores. Will continue to promote a culture of safety.

## **Planned Distance Learning Improvement as an Outcome Result**

Will continue to monitor trends to see if Athens group continues to score lower than Kaufman in this area.

# Associate Degree Nursing Education

**Plan Period:** FY15

**Outcome ID#:** 7913

## **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, PrepU and case studies.

## **Outcome Method**

Critical thinking score on the HESI Custom Test for Level III in fall 2014.

## **Outcome Criterion**

Fifty-five 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/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

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**

56 out of 134 scored 850 or higher on the nursing judgment section of the HESI Custom Exam for Level III for 42% success rate. Nursing judgment was used since HESI no longer reports critical thinking. Not met.

## **Outcome Distance Learning Results**

Kaufman was 42% and Athens was 43% - no significant difference.

## **Planned Improvement as an Outcome Result**

Faculty have adopted a new fundamentals textbook by Yoost and are including Elsevier Adaptive Learning and Elsevier Adaptive Quizzing as well as Nursing Concepts On-line. They will be more consistent in "flipping" the classroom. They have moved the tests to another day to maximize student preparation for class. They will be working on exam development and analysis. They are starting with computerized testing which will hopefully raise HESI scores.

## **Planned Distance Learning Improvement as an Outcome Result**

No changes with respect to distance site due to no significant difference.

# Associate Degree Nursing Education

**Plan Period:** FY15

**Outcome ID#:** 7914

## **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 PrepU and increased simulation.

## **Outcome Method**

Physiological integrity score on the HESI Custom Test for Level III in fall 2014.

## **Outcome Criterion**

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

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

## **Outcome Results**

56% of Level III students scored 850 or higher on the physiological integrity section of the Texas CBC Custom exam from HESI in fall of 2014. Met

## **Outcome Distance Learning Results**

Athens -  $4/7 = 57\%$

Kaufman -  $71/127 = 55.9\%$

Met at both sites.

## **Planned Improvement as an Outcome Result**

Will continue current strategies incorporating other changes made to improve other areas.

## **Planned Distance Learning Improvement as an Outcome Result**

No specific changes will be made with relation to distance sites.

# Associate Degree Nursing Education

**Plan Period:** FY15

**Outcome ID#:** 7915

## **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 PrepU.

## **Outcome Method**

Safe/Effective care environment and critical thinking scores on the HESI Exit Exam at the end of Level IV in spring 2015.

## **Outcome Criterion**

Sixty 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/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

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

## **Outcome Results**

57 of 112 students = 51% of students scored at 850 or higher on the safe, effective care environment section of the HESI Exit exam in Spring 2015. Not met.

32 of 112 students = 29% of students scored at 850 or higher on the clinical judgment section of the HESI exit exam in spring 2015. Not

## **Outcome Distance Learning Results**

Safe, effective care environment

Kaufman: 52/106 scored over 850 for 47% success rate. Not met.

Athens: 5/6 scored over 850 for 83% success rate. Met

Clinical judgment

Kaufman: 29 or 106 = 27% Not met

Athens: 3/6 = 50% Not met

## **Planned Improvement as an Outcome Result**

Faculty have adopted a new fundamentals textbook by Yoost and are including Elsevier Adaptive Learning and Elsevier Adaptive Quizzing as well as Nursing Concepts On-line. They will be more consistent in "flipping" the classroom which will have faculty working with students on activities that require higher level thinking. They have moved the tests to another day to maximize student preparation for class. They will be working on exam development and analysis. They are starting with computerized testing which will hopefully raise HESI scores.

## **Planned Distance Learning Improvement as an Outcome Result**

No changes will be made for each specific site.

# Associate Degree Nursing Education

**Plan Period:** FY15

**Outcome ID#:** 7916

## **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 PrepU and increased simulation.

## **Outcome Method**

Five areas of the nursing process on the HESI Exit Exam at the end of Level IV in the spring of 2015.

## **Outcome Criterion**

Sixty 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/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

## **Outcome Results**

Assessment: 39% - not met

Analysis: 31% - not met

Planning: 46% - not met

Implementation: 29% - not met

Evaluation: 68% - met

Met in 1 of 5 areas

## **Outcome Distance Learning Results**

Assessment: Athens 33% (2/6); Kaufman 40% (42/106)

Analysis: Athens 67% (4/6); Kaufman 29% (31/106)

Planning: Athens 83% (5/6); Kaufman 43% (46/106)

Implementation: Athens 33% (2/6); Kaufman 28% (30/106)

Evaluation: Athens 83% (5/6); Kaufman 67% (71/106)

Met in 3/5 areas for Athens; Met in 1 area for Kaufman

## **Planned Improvement as an Outcome Result**

Faculty have adopted a new fundamentals textbook by Yoost and are including Elsevier Adaptive Learning and Elsevier Adaptive Quizzing as well as Nursing Concepts On-line. They will be more consistent in "flipping" the classroom. They have moved the tests to another day to maximize student preparation for class. They will be working on exam development and analysis. They are starting with computerized testing which will hopefully raise HESI scores.

## **Planned Distance Learning Improvement as an Outcome Result**

Will continue to monitor differences to see if there are any trends,



# Associate Degree Nursing Education

**Plan Period:** FY15

**Outcome ID#:** 7917

## **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 2015.

## **Outcome Criterion**

Sixty 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/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

## **Outcome Results**

28% of students scored over 850 on the physiological integrity section of the HESI exit score (31/112). Not met.

## **Outcome Distance Learning Results**

Kaufman: 28/106 scored over 850 = 26% success rate. Not met  
Athens: 3/6 scored over 850 = 50% success rate. Not met

## **Planned Improvement as an Outcome Result**

In addition to previously mentioned strategies, faculty have adopted a new pharmacology book and the on-line course to go with it. Will address pharmacology in voice overs and will have students complete drug cares. Will incorporate pharmacology questions onto each test as appropriate. Have increased time for class activities to help solidify learning in this area.

## **Planned Distance Learning Improvement as an Outcome Result**

Will continue to monitor to see if there are any trends with regards to distance site. Higher rates noted at the remote site for this section.

# Associate Degree Nursing Education

**Plan Period:** FY15

**Outcome ID#:** 7918

## **Outcome Description**

By the end of the Summer, the student will have increased reading proficiency skills enough to negate the risk from having low reading scores on the HESI entrance exam. The SATIN grant demonstrated that students who did at least 33 hours on the Weaver reading program erased the risk of low reading scores.

## **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 incoming students who did not pass the HESI A2 entrance test (79) in reading the first time. Will have students do at least 4 hours a week over the summer in the Weaver Reading program.

## **Outcome Method**

Measure retention rate of students in reading lab and those not in reading lab in the summer of 2015.

## **Outcome Criterion**

The students who complete the reading program will have a retention rate that is at least as good as the rest of the students.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

## **Outcome Results**

13 students were required to complete the reading program in the summer of 2014 before entering Level I. The documentation of which students completed the program was deleted before being recorded. But of the 13 students, only 2 students successfully completed the first year of the program for a 15% retention rate, which was significantly less than the other students ( $50/102 = 49\%$ ).

## **Outcome Distance Learning Results**

Not applicable - students completed reading before they were in Athens or Kaufman programs. Reading program was completed at home.

## **Planned Improvement as an Outcome Result**

Will continue the reading program but will share the list of at risk students with the retention-mentoring committee which will develop strategies to address. Will correlate the amount of hours done on reading lab to success as part of the analysis next summer after one year of the program. Will encourage students who have reading issues to use the Elsevier Adaptive Learning for the fundamentals book by Yoost.

## **Planned Distance Learning Improvement as an Outcome Result**

No specific changes with relation to distance site.

# Emergency Medical Services Education

**Plan Period:** FY15

**Outcome ID#:** 7927

## **Outcome Description**

By the end of the program, the student will be able to demonstrate a working knowledge of clinical information and related topics relevant to the practice of pre-hospital personnel in cardiac management.

## **Outcome Strategy**

Implement the curriculum related to cardiac management in class, skills and clinical, incorporating all appropriate Department of Transportation objectives. Utilize plans developed after evaluation of last year's LEAPs.

## **Outcome Method**

Cardiology subtest of HESI diagnostic test given at end of the program

## **Outcome Criterion**

At least 60% of the students taking the HESI diagnostic exam in the last semester of the paramedic program will score at the recommended level on the cardiology items.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

## **Outcome Results**

2/10 = 20% students scored at or above the acceptable level; and 1/10 or 10% scored at or above the recommended level on the cardiology section of the HESI Paramedic exit exam. (20% in Kaufman and Palestine)  
Not met.

## **Outcome Distance Learning Results**

N/A

## **Planned Improvement as an Outcome Result**

Since the weaknesses are found over all areas, not just in a specific area, the coordinator and Provost believe that more work needs to be done to help the students with higher level thinking skills. The plan is to increase use of case-base learning, convert as much as possible to EMS Platinum testing, and for the coordinator to visit an expert who will teach him how to teach students to take the tests to increase HESI and National Registry pass rates.

## **Planned Distance Learning Improvement as an Outcome Result**

N/A

# Emergency Medical Services Education

**Plan Period:** FY15

**Outcome ID#:** 7928

## **Outcome Description**

By the end of the program, the student will be able to integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the medical patient.

## **Outcome Strategy**

Implement the curriculum related to medical patients in class, skills and clinical, incorporating all appropriate Department of Transportation objectives and including changes made after the last evaluation of LEAPs.

## **Outcome Method**

Medical subtest of HESI diagnostic exam given at the end of the program

## **Outcome Criterion**

At least 60% of the students taking the HESI diagnostic exam in the last semester of the paramedic program will score at the recommended level or higher on the subtest related to medical problems.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

## **Outcome Results**

2/10 = 20% students scored at or above the acceptable level; and 2/10 or 20% scored at or above the recommended level on the medical/OB-gyn section of the HESI Paramedic exit exam. (20% in both Kaufman and Palestine)Not met.

## **Outcome Distance Learning Results**

N/A

## **Planned Improvement as an Outcome Result**

Since the weaknesses are found over all areas, not just in a specific area, the coordinator and Provost believe that more work needs to be done to help the students with higher level thinking skills. The plan is to increase use of case-base learning, convert as much as possible to EMS Platinum testing, and for the coordinator to visit an expert who will teach him how to teach students to take the tests to increase HESI and National Registry pass rates.

## **Planned Distance Learning Improvement as an Outcome Result**

N/A

# Emergency Medical Services Education

**Plan Period:** FY15

**Outcome ID#:** 7929

## **Outcome Description**

By the end of the program, the student will be able to integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the trauma patient.

## **Outcome Strategy**

Implement the curriculum related to trauma patients in class, skills and clinical, incorporating all appropriate Department of Transportation objectives and including changes made after the last evaluation of LEAPs.

## **Outcome Method**

Trauma subtest of HESI diagnostic exam given at end of the program

## **Outcome Criterion**

At least 60% of the students taking the HESI diagnostic exam in the last semester of the paramedic program will score at or above the recommended level on the subtest of items related to trauma.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

## **Outcome Results**

3/10 = 30% students scored at or above the acceptable level; and 2/10 or 20% scored at or above the recommended level on the trauma section of the HESI Paramedic exit exam. (40% in Palestine; 20% in Kaufman)  
Not met.

## **Outcome Distance Learning Results**

N/A

## **Planned Improvement as an Outcome Result**

Since the weaknesses are found over all areas, not just in a specific area, the coordinator and Provost believe that more work needs to be done to help the students with higher level thinking skills. The plan is to increase use of case-base learning, convert as much as possible to EMS Platinum testing, and for the coordinator to visit an expert who will teach him how to teach students to take the tests to increase HESI and National Registry pass rates.

## **Planned Distance Learning Improvement as an Outcome Result**

N/A

# Emergency Medical Services Education

**Plan Period:** FY15

**Outcome ID#:** 7930

## **Outcome Description**

By the end of the program, the student will be able to demonstrate knowledge and skills required for airway management.

## **Outcome Strategy**

Implement the curriculum related to airway management in class, skills and clinical, incorporating all appropriate Department of Transportation objectives and including the changes made as a result of the last evaluation of LEAPs.

## **Outcome Method**

Airway management subtest of HESI diagnostic exam given at end of the program

## **Outcome Criterion**

At least 60% of the students taking the HESI diagnostic exam in the last semester of the paramedic program will score at or above the recommended level on the subtest of items related to airway management.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

## **Outcome Results**

2/10 = 20% students scored at or above the acceptable level; and 2/10 or 20% scored at or above the recommended level on the cardiology section of the HESI Paramedic exit exam. (20% in both Kaufman and Palestine) Not met.

## **Outcome Distance Learning Results**

N/A

## **Planned Improvement as an Outcome Result**

Since the weaknesses are found over all areas, not just in a specific area, the coordinator and Provost believe that more work needs to be done to help the students with higher level thinking skills. The plan is to increase use of case-base learning, convert as much as possible to EMS Platinum testing, and for the coordinator to visit an expert who will teach him how to teach students to take the tests to increase HESI and National Registry pass rates.

## **Planned Distance Learning Improvement as an Outcome Result**

N/A

# Patient Care Technology Education

**Plan Period:** FY15

**Outcome ID#:** 7905

## **Outcome Description**

By the end of the PCT program, the student will be able to demonstrate knowledge of task-oriented duties and skills that can legally be delegated by the RN to the PCT.

## **Outcome Strategy**

Implement the curriculum for the PCT program in class, skills and clinicals including role playing activities related to delegation. Also will add 2 new courses on telemetry monitoring and special topics.

## **Outcome Method**

Score on subtest of items on the PCT final that relate to duties and skills that can be delegated by the RN to the PCT in the fall of 2014 and the spring of 2015.

## **Outcome Criterion**

Eighty percent of the students will score 90% or higher on the subtest of items that relate to duties and skills that can be delegated by the RN to the PCT.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

## **Outcome Results**

In the fall of 2014, 8/9 students scored 80% or higher on the items relating to delegation to PCTs for 88.9% success rate. Met. In the spring of 2015, 8/8 scored 80% or higher on the items relating to delegation to PCTs for 100% success rate. Met.

## **Outcome Distance Learning Results**

N/A

## **Planned Improvement as an Outcome Result**

Will continue current strategies.

## **Planned Distance Learning Improvement as an Outcome Result**

N/A

# Patient Care Technology Education

**Plan Period:** FY15

**Outcome ID#:** 7906

## **Outcome Description**

By the end of the PCT program, the student will be able to demonstrate a basic understanding of commonly occurring disease processes.

## **Outcome Strategy**

Implement the curriculum for the PCT program in class, skills and clinical. Will add 2 new courses on telemetry monitoring and special topics.

## **Outcome Method**

Score on subtest of items on the PCT final that relate to commonly occurring disease processes in fall 2014 and spring 2015.

## **Outcome Criterion**

Eighty percent of the students will score at 80% or higher on the subtest of items on the PCT final that relate to commonly occurring disease processes.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

## **Outcome Results**

In the fall of 2014, 4/9 students scored 80% or higher on items relating to commonly occurring disease processes for 44% success rate. Not met. In the spring of 2015, 6/8 students scored 80% or higher on items relating to commonly occurring disease processes for 75% success rate. Not met.

## **Outcome Distance Learning Results**

N/A

## **Planned Improvement as an Outcome Result**

The instructor plans to add a quiz with each disease process unit and continue with oral reports, providing feedback after the reports.

## **Planned Distance Learning Improvement as an Outcome Result**

N/A



# Surgical Technology Education

**Plan Period:** FY15

**Outcome ID#:** 7903

## **Outcome Description**

By the end of the program, the student will be able to demonstrate knowledge of certifying exam content related to intraoperative procedures.

## **Outcome Strategy**

Implement the curriculum for SRGT 1409 in class and skills. Clinical experiences will help reinforce the principles and content.

## **Outcome Method**

Intraoperative procedures subsection of the Certified Surgical Technologist (CST) Examination given at the end of the program

## **Outcome Criterion**

Seventy percent of the students will score 68% or higher on the Intraoperative Procedures subsection of the CST.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

## **Outcome Results**

37.5% of the students scored 68% or higher on the intraoperative section of the CST exam. Not met.

## **Outcome Distance Learning Results**

Not applicable

## **Planned Improvement as an Outcome Result**

The instructor plans to start quizzing them from the practice tests starting in January. As a class they can compare, then clarify what they don't understand and address what concept they do not understand. Will decrease emphasis on the app questions that they seem to skim over and not read carefully.

## **Planned Distance Learning Improvement as an Outcome Result**

Not applicable

# Surgical Technology Education

**Plan Period:** FY15

**Outcome ID#:** 7904

## **Outcome Description**

By the end of SRGT 1441 and 1442, the student will be able to relate the relevant anatomy and pathology to indications for selected surgical procedures.

## **Outcome Strategy**

Implement the curriculum for SRGT 1441 and 1442 in class. Clinical experiences will help reinforce the principles.

## **Outcome Method**

Anatomy & Physiology subsection of the Certified Surgical Technologist (CST) examination given at the end of the SGT program

## **Outcome Criterion**

Seventy percent of the students will score 68% or higher on the anatomy & physiology section of the CST given at the end of the program.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

## **Outcome Results**

75% of the students scored 68% or higher on the A&P section of the CST exam. Met.

## **Outcome Distance Learning Results**

Not applicable

## **Planned Improvement as an Outcome Result**

Criterion was met. Will continue current strategies.

## **Planned Distance Learning Improvement as an Outcome Result**

Not applicable.

# Vocational Nursing Education

**Plan Period:** FY15

**Outcome ID#:** 7931

## **Outcome Description**

By the end of VNSG 1231 in Level I, the student will be able to identify properties, effects and principles of pharmacotherapeutic agents.

## **Outcome Strategy**

Implement curriculum for VNSG 1231 through lectures and videos and in med administration in the skills lab. Will do practice math questions in class. Reinforcement will occur during medication administration in clinical.

## **Outcome Method**

ATI PN Pharmacology diagnostic test

## **Outcome Criterion**

Seventy-five percent of the students will score at or above national average on the ATI Pharmacology test on the first attempt.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

## **Outcome Results**

Kaufman - the VN Kaufman group did not take the pharmacology exam in 2014 - 2015. Instructor moved pharmacology exam to last semester so class of 2014 took in summer of 2014 and class of 2015 will take in fall of 2015.

26/28 students in Palestine group scored above the national average for a 93% success rate. Met.

## **Outcome Distance Learning Results**

Not applicable

## **Planned Improvement as an Outcome Result**

No changes for VN Palestine - will continue current strategies.

VN Kaufman class will take the exam in fall 2015, in their last semester.

## **Planned Distance Learning Improvement as an Outcome Result**

Not applicable.

# Vocational Nursing Education

**Plan Period:** FY15

**Outcome ID#:** 7932

## **Outcome Description**

By the end of VNSG 1234 in Level II, the student will be able to utilize the nursing process to assist in planning for the well or ill child.

## **Outcome Strategy**

Implement curriculum for VNSG 1234 through lectures and audiovisuals and computer simulations. Experiences with pediatric patients in the clinical course will help to reinforce this material.

## **Outcome Method**

ATI PN Nursing Care of Children diagnostic test

## **Outcome Criterion**

Seventy-five percent of the students will score at or above national average on the ATI PN Nursing Care of Children test on the first attempt.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

## **Outcome Results**

Kaufman - 67% of the VN class scored at or above the national mean on the pediatric ATI exam. Not quite met.

Palestine - 18/28 = 64% of the VN class scored at or above the national mean on the pediatric ATI exam. Not met.

## **Outcome Distance Learning Results**

Not applicable

## **Planned Improvement as an Outcome Result**

Kaufman - Instructor will go to one Focused Case study in clinical which will allow the students more time to prepare for the ATIs. He may consider eliminating the psychiatric project to allow students to focus more on their Pediatric project to enhance pediatric learning.

Palestine - they will switch instructors for fresh ideas; use the UT Tyler simulation lab; put more emphasis on the ATI

## **Planned Distance Learning Improvement as an Outcome Result**

Not applicable

# Vocational Nursing Education

**Plan Period:** FY15

**Outcome ID#:** 7933

## **Outcome Description**

By the end of VNSG 1230 in Level II, the student will be able to utilize the nursing process to assist in planning for the childbearing family.

## **Outcome Strategy**

Implement curriculum for VNSG 1230 through lectures and videos and computer simulation. Experiences with maternity patients in the clinical course will help to reinforce this material.

## **Outcome Method**

ATI PN Maternal/Newborn Nursing (OB) diagnostic test

## **Outcome Criterion**

Seventy-five percent of the students will score at or above national average on the ATI PN Maternal/newborn nursing test on the first attempt.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

## **Outcome Results**

Kaufman - 56% of the VN class scored at national mean or higher on the OB ATI exam. Not met.

Palestine - 17/28 = 61% of the VN class scored at national mean or higher on the OB ATI exam. Not met.

## **Outcome Distance Learning Results**

Not applicable

## **Planned Improvement as an Outcome Result**

Kaufman - Instructor will decrease amount of work load the student has in the Summer semester by combining OB and the Medical Surgical Course. This combination will eliminate one to two tests for the students. Will considering making a comprehensive final for the combined courses. Students are rotating this semester in the Certified Nurse Midwife Center in Kaufman to obtain a better understanding of antepartum nursing for the OB patient. Will also go to one Focused Case study in clinical which will allow the students more time to prepare for the ATIs.

Palestine - they will switch instructors for fresh ideas; use the UT Tyler simulation lab; put more emphasis on the ATI

## **Planned Distance Learning Improvement as an Outcome Result**

Not applicable.

# Vocational Nursing Education

**Plan Period:** FY15

**Outcome ID#:** 7934

## **Outcome Description**

By the end of Level III, the student will be able to utilize the nursing process to assist in caring for clients with common medical-surgical health problems.

## **Outcome Strategy**

Implement curriculum for Levels I, II and III through lectures and videos and computer simulations. Experiences with medical-surgical patients in the clinical courses will help to reinforce this material.

## **Outcome Method**

ATI PN Nursing Care of Medical/Surgical patients diagnostic test

## **Outcome Criterion**

Seventy-five percent of the students will score at or above national average on the ATI PN CAP Mental Health test on the first attempt.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

## **Outcome Results**

Kaufman - 74% of the VN Kaufman class scored at or above the national mean on the medical surgical exam. Not quite met.

Palestine - 12/28 = 43% of the VN Palestine class scored at or above the national mean on the medical surgical exam. Not met.

## **Outcome Distance Learning Results**

Not applicable.

## **Planned Improvement as an Outcome Result**

Kaufman - Medical Surgical classroom tests have been updated to better challenge the students. Will evaluate if this process improves the scores or remains the same.

Palestine - the instructors will team teach to get fresh ideas; use the UT Tyler simulation lab; and find more AV resources on the internet/YouTube to help students understand complex diseases

## **Planned Distance Learning Improvement as an Outcome Result**

Not applicable.

# Vocational Nursing Education

**Plan Period:** FY15

**Outcome ID#:** 7935

## **Outcome Description**

By the end of Level III, the student will be able to identify mental illness, and treatment of common abnormal patterns of behavior and related nursing interventions.

## **Outcome Strategy**

Implement curriculum for Level III through lectures and videos and computer simulations.

## **Outcome Method**

ATI PN Mental Health diagnostic test

## **Outcome Criterion**

Seventy-five percent of the students will score at or above national average on the ATI PN CAP Mental Health test on the first attempt.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

## **Outcome Results**

Kaufman - the VN class in Kaufman did not take the mental health exam in 2014 - 2015. Exam moved to last semester for these students.

Palestine - the VN class in Palestine had 22/26 scoring at or above the national average for 85% success rate. Met.

## **Outcome Distance Learning Results**

Not applicable.

## **Planned Improvement as an Outcome Result**

Kaufman students will take the mental health exam in the fall - their last semester. It was moved to see if scored increased with more experience.

Palestine - will continue current strategies.

## **Planned Distance Learning Improvement as an Outcome Result**

Not applicable.

# Vocational Nursing Education

**Plan Period:** FY15

**Outcome ID#:** 7936

## **Outcome Description**

By the end of the VN program, the student will be able to utilize the nursing process in care for clients with common health problems.

## **Outcome Strategy**

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

## **Outcome Method**

ATI Comprehensive Diagnostic Test

## **Outcome Criterion**

Seventy-five percent of the students will score at or above the national average on the ATI comprehensive diagnostic test.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

## **Outcome Results**

Kaufman - 84% of VN class scored at or above the national average on the ATI comprehensive exam on the first attempt. Met.

Palestine - 24/26 = 92% of the students scored at or above the national average on the ATI comprehensive exam on the first attempt. Met

## **Outcome Distance Learning Results**

Not applicable

## **Planned Improvement as an Outcome Result**

Kaufman - will continue current strategies in addition to the other changes already submitted.

Palestine - will continue current strategies in addition to the other changes already submitted.

## **Planned Distance Learning Improvement as an Outcome Result**

Not applicable



# Vocational Nursing Education

**Plan Period:** FY15

**Outcome ID#:** 7937

## **Outcome Description**

By the end of Level I, the student will be able to identify basic interventions to support the client and family during life stages including death & dying.

## **Outcome Strategy**

Implement Level I curriculum in class, skills and clinical, incorporating changes decided on at the last VN faculty meeting.

## **Outcome Method**

ATI Fundamentals diagnostic test

## **Outcome Criterion**

Seventy-five percent of the students will score at or above national average on the ATI Fundamentals diagnostic test.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

## **Outcome Results**

Kaufman - 73% of the VN Kaufman class scored at or above the national mean on the fundamentals ATI exam on the first attempt. Not quite met.

Palestine - 22/28 = 79% of the class scored at or above the national mean on the fundamentals ATI exam on the first attempt. Met.

## **Outcome Distance Learning Results**

Not applicable.

## **Planned Improvement as an Outcome Result**

Kaufman - Instructor will add content to the pre-assignments the students receive in orientation.

Palestine - will continue current strategies.

## **Planned Distance Learning Improvement as an Outcome Result**

Not applicable.

# Distance Education Related Plans

# \*ARTS 1301 Art Appreciation Education

**Plan Period:** FY15

**Outcome ID#:** 7738

## **Outcome Description**

Students will demonstrate the ability to identify artists and the time period in which they belong and will show an understanding of the artist as a global citizen and their connection to community, state, or national issues. Students will work together to present a final product which explores key visual vocabulary and visual media, and shows an awareness of museums and their collections. This outcome will be accomplished in both face-to-face and distance courses.

## **Outcome Strategy**

Through group work, class discussion, and individual research, the student will explore the biographical facts and historical context of various artists and apply the language of art to their works.

## **Outcome Method**

A written paper and a visual presentation will be assessed for each student using a rubric and peer evaluation. The focus of this assessment will grade critical thinking, communication skills, teamwork, and social

## **Outcome Criterion**

Seventy-five percent of students who submit the report and execute a visual presentation will score the following on each section of the scoring rubric:

Critical Thinking - a score of at least 12 on "summary of a formal analysis of one of the artist's works using appropriate visual vocabulary"

Communication - a combined score of at least 7 on "Basic biographical facts" and on "How the artist/work displays the major characteristics of art movement"

Teamwork-a score of at least 7 on the Peer evaluation point average

Social Responsibility-a score of at least 7 on "If this artist were alive today, what issue would their art explore?"

## **Strategic Plan Relationship/General Education Goal/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

Critical Thinking-Students will be required to think creatively by being able to create a "summary of a formal analysis of one of the artist's works using appropriate visual vocabulary"

Communication-Students will be expected to effectively development, interpret, and express their ideas through written, oral, and visual communication as they reveal "Basic biographical facts" and "How the artist/work displays the major characteristics of art movement" through their report and presentation.

Teamwork-Students must be able to consider different points of view as they evaluate each other's conclusions and perspectives, as shown on their peer evaluation point average.

Social Responsibility-Students will be provided the opportunity to enhance their intercultural competence as they explore the art and architectural elements of various works by considering and responding to the prompt: "If this artist were alive today, what issue would their art explore?"

## **Outcome Results**

The goal was for at least 75% of f2f students who submit the report and/or execute a visual presentation to score the following on each section of the scoring rubric:

Critical Thinking - score of at least 12 on "summary of a formal analysis of one of the artist's works using appropriate visual vocabulary"

Fifty-five percent of students successfully met this goal.

Communication - a combined score of at least 7 on "Basic biographical facts" and on "How the artist/work displays the major characteristics of art movement"  
Ninety-eight percent of students successfully met this goal.

Teamwork-a score of at least 7 on the Peer evaluation point average  
Eighty-eight percent of students successfully met this goal.

Social Responsibility-a score of at least 7 on "If this artist were alive today, what issue would their art explore?"  
Fifty-one percent of students successfully met this goal.

### **Outcome Distance Learning Results**

The goal was for at least 75% of distance students who submit the report and/or execute a visual presentation to score the following on each section of the scoring rubric:

Critical Thinking score of at least 12 on "summary of a formal analysis of one of the artist's works using appropriate visual vocabulary"  
Seventy-three percent of students successfully met this goal.

Communication - a combined score of at least 7 on "Basic biographical facts" and on "How the artist/work displays the major characteristics of art movement"  
Eighty-six percent of students successfully met this goal.

Teamwork-a score of at least 7 on the peer evaluation point average  
Eighty-four percent of students successfully met this goal.

Social Responsibility-a score of at least 7 on "If this artist were alive today, what issue would their art explore?"  
Seventy-five percent of students successfully met this goal.

### **Planned Improvement as an Outcome Result**

Two of the four goals were met in f2f classes. There were, apparently, so issue with critical thinking and social responsibility goals. The instructors want to discuss ways to improve engagement in these two areas.

### **Planned Distance Learning Improvement as an Outcome Result**

The distance students were successful in meeting all goals, so no changes are deemed necessary at this time.

# \*ARTS 1303 Art History I Education

**Plan Period:** FY15

**Outcome ID#:** 7780

## **Outcome Description**

Students will identify and describe works of art based on their chronology and style. Students will demonstrate the ability to use new academic knowledge within their own communities and/or museums and show an understanding of the artist as a global citizen and their connection to the community. This outcome will be accomplished in both face-to-face and distance courses.

## **Outcome Strategy**

Through group work, class discussion, and individual work, students will explore historical and artistic contexts shaping each time period's characteristic aesthetic productions and will conduct a scavenger hunt activity to seek out examples of these characteristics existing in their own communities and/or museums.

## **Outcome Method**

Each student will apply their understanding of artistic/architectural elements and characteristics in their community by documenting examples in a portfolio. Each student will present the portfolio to the class with an oral presentation.

## **Outcome Criterion**

Of the students who produce and present a portfolio,

Critical Thinking 100% will earn at least 80% of the points available for correctly identifying examples of artistic elements within the community.

Communication 100% will earn at least 100% of the points available for effectively presenting their portfolio to the class.

Social Responsibility 100% will earn 100% of the points available for demonstrating their understanding of the artists' connection to their communities.

## **Strategic Plan Relationship/General Education Goal/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

Critical Thinking Students will be required to think creatively by researching histories and applying the language of art in an analysis of various pieces of art from various time periods and genres as they seek out examples within their communities.

Communication Students will be expected to effectively development, interpret, and express their ideas through oral and visual communication through the presentation of a portfolio.

Social Responsibility Students will be provided the opportunity to enhance their intercultural competence as they explore the art and architectural elements of various works, genres, and time periods and employ their understanding of the artist as a global citizen and their connection to the community.

## **Outcome Results**

Of the f2f students who produced and presented a portfolio,

Critical Thinking - 100% will earn at least 80% of the points available for correctly identifying examples of artistic elements within the community.

Ninety-seven percent successfully met this goal.

Communication - 100% will earn at least 100% of the points available for effectively presenting their portfolio to the class.

Eighty-three percent successfully met this goal.

Social Responsibility - 100% will earn 100% of the points available for demonstrating their understanding of the artists' connection to their communities.

Ninety percent successfully met this goal.

### **Outcome Distance Learning Results**

Of the distance students who produced and presented a portfolio,

Critical Thinking - 100% will earn at least 80% of the points available for correctly identifying examples of artistic elements within the community.

Ninety-seven percent successfully met this goal.

Communication - 100% will earn at least 100% of the points available for effectively presenting their portfolio to the class.

Eighty-three percent successfully met this goal.

Social Responsibility - 100% will earn 100% of the points available for demonstrating their understanding of the artists' connection to their communities.

Ninety percent successfully met this goal.

### **Planned Improvement as an Outcome Result**

While the lofty goal of 100% was not achieved, students, overall, performed extremely well in meeting the objectives of the course. No changes are deemed necessary at this time.

### **Planned Distance Learning Improvement as an Outcome Result**

N/A

## \*ARTS 1303 Art History I Education

**Plan Period:** FY15

**Outcome ID#:** 7781

### **Outcome Description**

Students will work together to identify and describe works of art based on their chronology and style and be able to explain how/why the work reflects the respective time period.

### **Outcome Strategy**

Through group work, class discussion, and individual work, the student will explore historical and artistic contexts shaping each time period's characteristic aesthetic productions and be able to identify a work of art, determine its time period, and explain how/why the work reflects that time period

### **Outcome Method**

Each group will produce a timeline of artistic characteristics for each time period studied.

### **Outcome Criterion**

Of the students who produce a timeline,

Teamwork 100% will effectively work with their team members in the production of a timeline.

### **Strategic Plan Relationship/General Education Goal/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

Teamwork Students must be able to consider different points of view and work effectively with others on their team to facilitate the creation of their timelines.

### **Outcome Results**

Of the f2f students who produce a timeline,

Teamwork - 100% will effectively work with their team members in the production of a timeline.

One hundred percent successfully achieved this goal.

### **Outcome Distance Learning Results**

Of the distance students who produce a timeline,

Teamwork-100% will effectively work with their team members in the production of a timeline.

Twenty-five percent successfully achieved this goal.

### **Planned Improvement as an Outcome Result**

This goal was met, and no changes are deemed necessary at this time.

### **Planned Distance Learning Improvement as an Outcome Result**

The results for the distance students were dismal; however, results stemmed from one class of only eight students. The instructor is considering some changes in order to engage students more purposefully in this course.

# \*BIOL 2401 Human Anatomy and Physiology I Education

**Plan Period:** FY15

**Outcome ID#:** 7659

## **Outcome Description**

Students will explain and apply knowledge of the integumentary, skeletal, muscular, nervous, and endocrine systems? structure and function. SLO #5

## **Outcome Strategy**

Students will work together in teams to produce a written case study analysis to solve a problem (pathology of a selected system) and provide justification for their solution (CT). Students will identify the essential information (key signs and symptoms) for solving the problem (EQ). Students will use quantitative measures to produce a timeline, graph or table of the pathology and identify the disease and its possible treatments and outcomes (EQ). The written presentation will assess accuracy, depth of content, and reasonableness of the conclusion (EQ, CM). Students will anonymously assess team members on their participation, performance, and ability to divide tasks and share equally within the group (TW).

## **Outcome Method**

Students who complete BIOL 2401 will be assessed at the end of the semester. A rubric will be used to evaluate the written assignment and group work for mastery of each of the four core objectives (Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, and Teamwork) on the following scale:

Excellent- Correct diagnosis with justification, all parts of assignment completed correctly, worked well within the group

Acceptable-Correct diagnosis with moderate justification, most parts of assignment completed correctly, significant group participation

Poor- Incorrect diagnosis or inadequate justification, multiple parts of assignment missing or incorrect, very little group participation

Not Attempted- Not included in report, did not participate in group

## **Outcome Criterion**

70 % of students will achieve an acceptable rating or higher on each of the four core objectives (Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, and Teamwork) according to the proposed rubric.

## **Strategic Plan Relationship/General Education Goal/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

Critical Thinking Skills - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

This outcome requires students to participate in a group to produce a written report that correctly analyzes signs and symptoms to diagnose a disease. In completion of this assignment, students will learn to effectively work with others (Teamwork) while producing a written document that justifies the accuracy of their diagnosis based on the presented facts (Communication Skills). To produce this document students will have to evaluate and analyze the signs and symptoms of the unknown disease to determine their diagnosis (Critical Thinking Skills) and evaluate the reasonableness of their diagnosis using numerical data and observable facts (Empirical and Quantitative Skills).

## **Outcome Results**

322 students, representing 15 sections of Biol 2401 and all campuses which offer Biol 2401, were assessed. 77.3% were successful. We exceeded our goal.

## **Outcome Distance Learning Results**

47 students, representing 2 sections of Biol 2401 and two of three campuses where Biol 2401 was offered by internet, were assessed. 85.1% were successful. We exceeded our goal.

## **Planned Improvement as an Outcome Result**



No changes, except to increase our standards for success, are planned.

**Planned Distance Learning Improvement as an Outcome Result**

No changes, except to increase our standards for success, are planned.

# \*BIOL 2401 Human Anatomy and Physiology I Education

**Plan Period:** FY15

**Outcome ID#:** 7660

## **Outcome Description**

Students will explain and apply knowledge of the integumentary, skeletal, muscular, nervous, and endocrine systems? structure and function. SLO #5

## **Outcome Strategy**

Students will work together in teams to produce a written case study analysis to solve a problem (pathology of a selected system) and provide justification for their solution (CT). Students will identify the essential information (key signs and symptoms) for solving the problem (EQ). Students will use quantitative measures to produce a timeline, graph or table of the pathology and identify the disease and its possible treatments and outcomes (EQ). The written presentation will assess accuracy, depth of content, and reasonableness of the conclusion (EQ, CM). Students will anonymously assess team members on their participation, performance, and ability to divide tasks and share equally within the group (TW).

## **Outcome Method**

Students who complete BIOL 2401 will be assessed at the end of the semester. A rubric will be used to evaluate the written assignment and group work for mastery of each of the four core objectives (Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, and Teamwork) on the following scale:

Excellent- Correct diagnosis with justification, all parts of assignment completed correctly, worked well within the group

Acceptable-Correct diagnosis with moderate justification, most parts of assignment completed correctly, significant group participation

Poor- Incorrect diagnosis or inadequate justification, multiple parts of assignment missing or incorrect, very little group participation

Not Attempted- Not included in report, did not participate in group

## **Outcome Criterion**

70 % of students will achieve an acceptable rating or higher on each of the four core objectives (Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, and Teamwork) according to the proposed rubric.

## **Strategic Plan Relationship/General Education Goal/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

Communication Skills - To include effective development, interpretation and expression of ideas through written, oral and visual communication

This outcome requires students to participate in a group to produce a written report that correctly analyzes signs and symptoms to diagnose a disease. In completion of this assignment, students will learn to effectively work with others (Teamwork) while producing a written document that justifies the accuracy of their diagnosis based on the presented facts (Communication Skills). To produce this document students will have to evaluate and analyze the signs and symptoms of the unknown disease to determine their diagnosis (Critical Thinking Skills) and evaluate the reasonableness of their diagnosis using numerical data and observable facts (Empirical and Quantitative Skills).

## **Outcome Results**

322 students, representing 15 sections of Biol 2401 and all campuses which offer Biol 2401, were assessed. 82.3% were successful. We exceeded our goal.

## **Outcome Distance Learning Results**

47 students, representing 2 sections of Biol 2401 and two of three campuses which offer Biol 2401, were assessed. 80.9% were successful. We exceeded our goal.

## **Planned Improvement as an Outcome Result**

No changes, other than to raise our standards for success, are planned.

**Planned Distance Learning Improvement as an Outcome Result**

No changes, other than to raise our standards for success, are planned.

# \*BIOL 2401 Human Anatomy and Physiology I Education

**Plan Period:** FY15

**Outcome ID#:** 7661

## **Outcome Description**

Students will explain and apply knowledge of the integumentary, skeletal, muscular, nervous, and endocrine systems? structure and function. SLO #5

## **Outcome Strategy**

Students will work together in teams to produce a written case study analysis to solve a problem (pathology of a selected system) and provide justification for their solution (CT). Students will identify the essential information (key signs and symptoms) for solving the problem (EQ). Students will use quantitative measures to produce a timeline, graph or table of the pathology and identify the disease and its possible treatments and outcomes (EQ). The written presentation will assess accuracy, depth of content, and reasonableness of the conclusion (EQ, CM). Students will anonymously assess team members on their participation, performance, and ability to divide tasks and share equally within the group (TW).

## **Outcome Method**

Students who complete BIOL 2401 will be assessed at the end of the semester. A rubric will be used to evaluate the written assignment and group work for mastery of each of the four core objectives (Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, and Teamwork) on the following scale:

Excellent- Correct diagnosis with justification, all parts of assignment completed correctly, worked well within the group

Acceptable-Correct diagnosis with moderate justification, most parts of assignment completed correctly, significant group participation

Poor- Incorrect diagnosis or inadequate justification, multiple parts of assignment missing or incorrect, very little group participation

Not Attempted- Not included in report, did not participate in group

## **Outcome Criterion**

70 % of students will achieve an acceptable rating or higher on each of the four core objectives (Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, and Teamwork) according to the proposed rubric.

## **Strategic Plan Relationship/General Education Goal/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

Empirical and Quantitative Skills - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

This outcome requires students to participate in a group to produce a written report that correctly analyzes signs and symptoms to diagnose a disease. In completion of this assignment, students will learn to effectively work with others (Teamwork) while producing a written document that justifies the accuracy of their diagnosis based on the presented facts (Communication Skills). To produce this document students will have to evaluate and analyze the signs and symptoms of the unknown disease to determine their diagnosis (Critical Thinking Skills) and evaluate the reasonableness of their diagnosis using numerical data and observable facts (Empirical and Quantitative Skills).

## **Outcome Results**

322 students, representing 15 sections of Biol 2401 and all campuses where Biol 2401 were offered, were assessed. 75.8% were successful. We exceeded our goal.

## **Outcome Distance Learning Results**

47 students, representing 2 sections of Biol 2401 and all campuses where Biol 2401 were offered, were assessed. 85.1% were successful. We exceeded our goal.

**Planned Improvement as an Outcome Result**

No changes, other than to raise our standards for success, are planned.

**Planned Distance Learning Improvement as an Outcome Result**

No changes, other than to raise our standards for success, are planned.

# \*BIOL 2401 Human Anatomy and Physiology I Education

**Plan Period:** FY15

**Outcome ID#:** 7662

## **Outcome Description**

Students will explain and apply knowledge of the integumentary, skeletal, muscular, nervous, and endocrine systems? structure and function. SLO #5

## **Outcome Strategy**

Students will work together in teams to produce a written case study analysis to solve a problem (pathology of a selected system) and provide justification for their solution (CT). Students will identify the essential information (key signs and symptoms) for solving the problem (EQ). Students will use quantitative measures to produce a timeline, graph or table of the pathology and identify the disease and its possible treatments and outcomes (EQ). The written presentation will assess accuracy, depth of content, and reasonableness of the conclusion (EQ, CM). Students will anonymously assess team members on their participation, performance, and ability to divide tasks and share equally within the group (TW).

## **Outcome Method**

Students who complete BIOL 2401 will be assessed at the end of the semester. A rubric will be used to evaluate the written assignment and group work for mastery of each of the four core objectives (Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, and Teamwork) on the following scale:

Excellent- Correct diagnosis with justification, all parts of assignment completed correctly, worked well within the group

Acceptable-Correct diagnosis with moderate justification, most parts of assignment completed correctly, significant group participation

Poor- Incorrect diagnosis or inadequate justification, multiple parts of assignment missing or incorrect, very little group participation

Not Attempted- Not included in report, did not participate in group

## **Outcome Criterion**

70 % of students will achieve an acceptable rating or higher on each of the four core objectives (Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, and Teamwork) according to the proposed rubric.

## **Strategic Plan Relationship/General Education Goal/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

Teamwork - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

This outcome requires students to participate in a group to produce a written report that correctly analyzes signs and symptoms to diagnose a disease. In completion of this assignment, students will learn to effectively work with others (Teamwork) while producing a written document that justifies the accuracy of their diagnosis based on the presented facts (Communication Skills). To produce this document students will have to evaluate and analyze the signs and symptoms of the unknown disease to determine their diagnosis (Critical Thinking Skills) and evaluate the reasonableness of their diagnosis using numerical data and observable facts (Empirical and Quantitative Skills).

## **Outcome Results**

321 students, representing 15 sections of Biol 2401 and all campuses where Biol 2401 was offered, were assessed. 79.8% were successful. We exceeded our goal.

## **Outcome Distance Learning Results**

47 students, representing 2 sections of Biol 2401 and two of three campuses where Biol 2401 was offered, were assessed. 80.9% were successful. We exceeded our goal.

## **Planned Improvement as an Outcome Result**

Because fewer sections of Biol 2404 are offered, all sections on all campuses need to be assessed. We are also raising our standard for success.

**Planned Distance Learning Improvement as an Outcome Result**

Because fewer internet sections of Biol 2404 are offered, all sections on all campuses need to be assessed. We are also raising our standard for success.

# \*BIOL 2402 Human Anatomy and Physiology II Education

**Plan Period:** FY15

**Outcome ID#:** 7663

## **Outcome Description**

Students will explain and apply knowledge of the cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems? structure and function. SLO #4

## **Outcome Strategy**

Students will work together in teams to produce a written case study analysis to solve a problem (pathology of a selected system) and provide justification for their solution (CT). Students will identify the essential information (key signs and symptoms) for solving the problem (EQ). Students will use quantitative measures to produce a timeline, graph or table of the pathology and identify the disease and its possible treatments and outcomes (EQ). The written presentation will assess accuracy, depth of content, and reasonableness of the conclusion (EQ, CM). Students will anonymously assess team members on their participation, performance, and ability to divide tasks and share equally within the group (TW).

## **Outcome Method**

Students who complete BIOL 2402 will be assessed at the end of the semester. A rubric will be used to evaluate the written assignment and group work for mastery of each of the four core objectives (Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, and Teamwork) on the following scale:

- o Excellent- Correct diagnosis with justification, all parts of assignment completed correctly, worked well within the group
- o Acceptable-Correct diagnosis with moderate justification, most parts of assignment completed correctly, significant group participation
- o Poor- Incorrect diagnosis or inadequate justification, multiple parts of assignment missing or incorrect, very little group participation
- o Not Attempted- Not included in report, did not participate in group

## **Outcome Criterion**

70 % of students will achieve an acceptable rating or higher on each of the four core objectives (Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, and Teamwork) according to the proposed rubric.

## **Strategic Plan Relationship/General Education Goal/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

Critical Thinking Skills - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

This outcome requires students to participate in a group to produce a written report that correctly analyzes signs and symptoms to diagnose a disease. In completion of this assignment, students will learn to effectively work with others (Teamwork) while producing a written document that justifies the accuracy of their diagnosis based on the presented facts (Communication Skills). To produce this document students will have to evaluate and analyze the signs and symptoms of the unknown disease to determine their diagnosis (Critical Thinking Skills) and evaluate the reasonableness of their diagnosis using numerical data and observable facts (Empirical and Quantitative Skills).

## **Outcome Results**

129 students, representing 7 sections of Biol 2402 and all campuses where Biol 2402 was offered, were assessed. 85.3% were successful. We exceeded our goal.

## **Outcome Distance Learning Results**

30 students, representing 2 sections of Biol 2402 and all campuses where internet Biol 2402 was offered, were assessed. 80% were successful. We exceeded our goal.

## **Planned Improvement as an Outcome Result**



No changes, other than raising our standard for success, are planned.

**Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

# \*BIOL 2402 Human Anatomy and Physiology II Education

**Plan Period:** FY15

**Outcome ID#:** 7664

## **Outcome Description**

Students will explain and apply knowledge of the cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems? structure and function. SLO #4

## **Outcome Strategy**

Students will work together in teams to produce a written case study analysis to solve a problem (pathology of a selected system) and provide justification for their solution (CT). Students will identify the essential information (key signs and symptoms) for solving the problem (EQ). Students will use quantitative measures to produce a timeline, graph or table of the pathology and identify the disease and its possible treatments and outcomes (EQ). The written presentation will assess accuracy, depth of content, and reasonableness of the conclusion (EQ, CM). Students will anonymously assess team members on their participation, performance, and ability to divide tasks and share equally within the group (TW).

## **Outcome Method**

Students who complete BIOL 2402 will be assessed at the end of the semester. A rubric will be used to evaluate the written assignment and group work for mastery of each of the four core objectives (Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, and Teamwork) on the following scale:

- o Excellent- Correct diagnosis with justification, all parts of assignment completed correctly, worked well within the group
- o Acceptable-Correct diagnosis with moderate justification, most parts of assignment completed correctly, significant group participation
- o Poor- Incorrect diagnosis or inadequate justification, multiple parts of assignment missing or incorrect, very little group participation
- o Not Attempted- Not included in report, did not participate in group

## **Outcome Criterion**

70 % of students will achieve an acceptable rating or higher on each of the four core objectives (Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, and Teamwork) according to the proposed rubric.

## **Strategic Plan Relationship/General Education Goal/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

Communication Skills - To include effective development, interpretation and expression of ideas through written, oral and visual communication

This outcome requires students to participate in a group to produce a written report that correctly analyzes signs and symptoms to diagnose a disease. In completion of this assignment, students will learn to effectively work with others (Teamwork) while producing a written document that justifies the accuracy of their diagnosis based on the presented facts (Communication Skills). To produce this document students will have to evaluate and analyze the signs and symptoms of the unknown disease to determine their diagnosis (Critical Thinking Skills) and evaluate the reasonableness of their diagnosis using numerical data and observable facts (Empirical and Quantitative Skills).

## **Outcome Results**

129 students, representing 7 sections of Biol 2402 and all campuses where Biol 2402 was offered, were assessed. 88.4% were successful. We exceeded our goal.

## **Outcome Distance Learning Results**

30 students, representing 2 sections of Biol 2402 and all campuses where Biol 2402 was offered by internet, were assessed. 80% were successful. We exceeded our goal.

## **Planned Improvement as an Outcome Result**

No changes, other than to increase our standard for success, are planned.

**Planned Distance Learning Improvement as an Outcome Result**

No changes, other than to increase our standard for success, are planned.

# \*BIOL 2402 Human Anatomy and Physiology II Education

**Plan Period:** FY15

**Outcome ID#:** 7665

## **Outcome Description**

Students will explain and apply knowledge of the cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems? structure and function. SLO #4

## **Outcome Strategy**

Students will work together in teams to produce a written case study analysis to solve a problem (pathology of a selected system) and provide justification for their solution (CT). Students will identify the essential information (key signs and symptoms) for solving the problem (EQ). Students will use quantitative measures to produce a timeline, graph or table of the pathology and identify the disease and its possible treatments and outcomes (EQ). The written presentation will assess accuracy, depth of content, and reasonableness of the conclusion (EQ, CM). Students will anonymously assess team members on their participation, performance, and ability to divide tasks and share equally within the group (TW).

## **Outcome Method**

Students who complete BIOL 2402 will be assessed at the end of the semester. A rubric will be used to evaluate the written assignment and group work for mastery of each of the four core objectives (Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, and Teamwork) on the following scale:

- o Excellent- Correct diagnosis with justification, all parts of assignment completed correctly, worked well within the group
- o Acceptable-Correct diagnosis with moderate justification, most parts of assignment completed correctly, significant group participation
- o Poor- Incorrect diagnosis or inadequate justification, multiple parts of assignment missing or incorrect, very little group participation
- o Not Attempted- Not included in report, did not participate in group

## **Outcome Criterion**

70 % of students will achieve an acceptable rating or higher on each of the four core objectives (Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, and Teamwork) according to the

## **Strategic Plan Relationship/General Education Goal/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

Empirical and Quantitative Skills - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

This outcome requires students to participate in a group to produce a written report that correctly analyzes signs and symptoms to diagnose a disease. In completion of this assignment, students will learn to effectively work with others (Teamwork) while producing a written document that justifies the accuracy of their diagnosis based on the presented facts (Communication Skills). To produce this document students will have to evaluate and analyze the signs and symptoms of the unknown disease to determine their diagnosis (Critical Thinking Skills) and evaluate the reasonableness of their diagnosis using numerical data and observable facts (Empirical and Quantitative Skills).

## **Outcome Results**

129 students, representing 7 sections of Biol 2402 and all campuses which offered Biol 2402, were assessed. 85.3% were successful. We exceeded our goal.

## **Outcome Distance Learning Results**

30 students, representing 2 sections of Biol 2402 and all campuses which offered Biol 2402 by internet, were assessed. 80% were successful. We exceeded our goal.

## **Planned Improvement as an Outcome Result**

Because fewer sections of Biol 2404 are offered, all sections on all campuses need to be assessed. We are also raising our standard for success.

**Planned Distance Learning Improvement as an Outcome Result**

Because fewer internet sections of Biol 2404 are offered, all sections on all campuses need to be assessed. We are also raising our standard for success.

# \*BIOL 2402 Human Anatomy and Physiology II Education

**Plan Period:** FY15

**Outcome** 7666

## **Outcome Description**

Students will explain and apply knowledge of the cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems? structure and function. SLO #4

## **Outcome Strategy**

Students will work together in teams to produce a written case study analysis to solve a problem (pathology of a selected system) and provide justification for their solution (CT). Students will identify the essential information (key signs and symptoms) for solving the problem (EQ). Students will use quantitative measures to produce a timeline, graph or table of the pathology and identify the disease and its possible treatments and outcomes (EQ). The written presentation will assess accuracy, depth of content, and reasonableness of the conclusion (EQ, CM). Students will anonymously assess team members on their participation, performance, and ability to divide tasks and share equally within the group (TW).

## **Outcome Method**

Students who complete BIOL 2402 will be assessed at the end of the semester. A rubric will be used to evaluate the written assignment and group work for mastery of each of the four core objectives (Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, and Teamwork) on the following scale:

- o Excellent- Correct diagnosis with justification, all parts of assignment completed correctly, worked well within the group
- o Acceptable-Correct diagnosis with moderate justification, most parts of assignment completed correctly, significant group participation
- o Poor- Incorrect diagnosis or inadequate justification, multiple parts of assignment missing or incorrect, very little group participation

## **Outcome Criterion**

70 % of students will achieve an acceptable rating or higher on each of the four core objectives (Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, and Teamwork) according to the

## **Strategic Plan Relationship/General Education Goal/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

Teamwork - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

This outcome requires students to participate in a group to produce a written report that correctly analyzes signs and symptoms to diagnose a disease. In completion of this assignment, students will learn to effectively work with others (Teamwork) while producing a written document that justifies the accuracy of their diagnosis based on the presented facts (Communication Skills). To produce this document students will have to evaluate and analyze the signs and symptoms of the unknown disease to determine their diagnosis (Critical Thinking Skills) and evaluate the reasonableness of their diagnosis using numerical data and observable facts (Empirical and Quantitative Skills).

## **Outcome Results**

129 students, representing 7 sections of Biol 2402 and all campuses which offered Biol 2402, were assessed. 83.0% were successful. We exceeded our goal.

## **Outcome Distance Learning Results**

30 students, representing 2 sections of Biol 2402 and all campuses which offered Biol 2402 by internet, were assessed. 73.3% were successful. We exceeded our goal.

## **Planned Improvement as an Outcome Result**

Because fewer sections of Biol 2404 are offered, all sections on all campuses need to be assessed. We are also raising our standard for success.

**Planned Distance Learning Improvement as an Outcome Result**

Because fewer internet sections of Biol 2404 are offered, all sections on all campuses need to be assessed. We are also raising our standard for success.

# \*BIOL 2404 Introduction to Anatomy and Physiology Education

**Plan Period:** FY15

**Outcome ID#:** 7667

## **Outcome Description**

Students will relate concepts to everyday life and explain that relation related to health and pathology (SLO #7).

## **Outcome Strategy**

Students will work in pairs to complete a Case Study. Students will write a lab report that will be graded mechanics, structure, content, logic, and depth of content following a format given (title, abstract, introduction, materials & methods, results & conclusion). Empirical Quantitative data will be analyzed. Essential information will be identified. Students will diagnose a patient with written justification applying the measurement principles to this new situation and describe how they came to the diagnosis. Group work will be graded on participation, performance & sharing of work.

## **Outcome Method**

A scoring rubric will be used to evaluate the following:

Critical Thinking - the impact of each clue/hint and it's role in identifying their pathology and diagnosis.

Communication - grammar, syntax, proper terminology, and structure

Empirical & Quantitative - problem solving, decision making regarding significant measurements and making conclusions in identifying their pathology and diagnosis.

Teamwork - participation, performance, and sharing of tasks. This will be given following the completion of the urinary system.

This will be given following the completion of the urinary system.

## **Outcome Criterion**

70% of students will have a rating on the scoring rubric of ?average? or higher (60 or higher) on each portion of the rubric.

## **Strategic Plan Relationship/General Education Goal/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

Critical Thinking Skills - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

This student learning outcome directly relates to the students' ability to demonstrate, Critical Thinking Communication, Empirical & Quantitative, and Teamwork skills as they are expected to provide written documentation supporting and justifying their diagnosis using given information and will be evaluated.

Critical Thinking - production of a product, problem solving, applying principles, connecting ideas, specifying goals

Communication - Mechanics, structure, connection, logic, and accuracy

Empirical & Quantitative - Problem solving, identifying essential information, use of quantitative information, reaching conclusion

Teamwork - Participation, performance, and sharing of tasks.

## **Outcome Results**

Only 11 students from one section of Biol 2404 were assessed. Four sections with 89 students representing all campuses which offer Biol 2404 could have been assessed. 100% of assessed students were successful, but our goal was not met when so few students were assessed.

## **Outcome Distance Learning Results**

11 students from one section of Biol 2404 were assessed. Two sections with 49 internet students could have been assessed. 100% of the assessed students were successful, but the goal was not met when so few students were assessed.



### **Planned Improvement as an Outcome Result**

Because fewer sections of Biol 2404 are offered, all sections on all campuses need to be assessed. We are also raising our standard for success.

### **Planned Distance Learning Improvement as an Outcome Result**

# \*BIOL 2404 Introduction to Anatomy and Physiology Education

**Plan Period:** FY15

**Outcome ID#:** 7668

## **Outcome Description**

Students will relate concepts to everyday life and explain that relation related to health and pathology (SLO #7).

## **Outcome Strategy**

Students will work in pairs to complete a Case Study. Students will write a lab report that will be graded mechanics, structure, content, logic, and depth of content following a format given (title, abstract, introduction, materials & methods, results & conclusion). Empirical Quantitative data will be analyzed. Essential information will be identified. Students will diagnose a patient with written justification applying the measurement principles to this new situation and describe how they came to the diagnosis. Group work will be graded on participation, performance & sharing of work.

## **Outcome Method**

A scoring rubric will be used to evaluate the following:

Critical Thinking - the impact of each clue/hint and its role in identifying their pathology and diagnosis.

Communication - grammar, syntax, proper terminology, and structure

Empirical & Quantitative - problem solving, decision making regarding significant measurements and making conclusions in identifying their pathology and diagnosis.

Teamwork - participation, performance, and sharing of tasks. This will be given following the completion of the urinary system.

This will be given following the completion of the urinary system.

## **Outcome Criterion**

70% of students will have a rating on the scoring rubric of "average" or higher (60 or higher) on each portion of the rubric.

## **Strategic Plan Relationship/General Education Goal/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

Communication Skills - To include effective development, interpretation and expression of ideas through written, oral and visual communication

This student learning outcome directly relates to the students' ability to demonstrate, Critical Thinking Communication, Empirical & Quantitative, and Teamwork skills as they are expected to provide written documentation supporting and justifying their diagnosis using given information and will be evaluated.

Critical Thinking - production of a product, problem solving, applying principles, connecting ideas, specifying goals  
Communication - Mechanics, structure, connection, logic, and accuracy

Empirical & Quantitative - Problem solving, identifying essential information, use of quantitative information, reaching conclusion

Teamwork - Participation, performance, and sharing of tasks.

## **Outcome Results**

Only 11 students from one section of Biol 2404 were assessed. Four sections with 89 students representing all campuses which offer Biol 2404 could have been assessed. 100% of assessed students were successful, but our goal was not met when so few students were assessed.

## **Outcome Distance Learning Results**

11 students from one section of Biol 2404 were assessed. Two sections with 49 internet students could have been assessed. 100% of the assessed students were successful, but the goal was not met when so few students were assessed.

## **Planned Improvement as an Outcome Result**

Because fewer sections of Biol 2404 are offered, all sections on all campuses need to be assessed. We are also raising our standard for success.

**Planned Distance Learning Improvement as an Outcome Result**

Because fewer internet sections of Biol 2404 are offered, all sections on all campuses need to be assessed. We are also raising our standard for success.

# \*BIOL 2404 Introduction to Anatomy and Physiology Education

**Plan Period:** FY15

**Outcome ID#:** 7669

## **Outcome Description**

Students will relate concepts to everyday life and explain that relation related to health and pathology (SLO #7).

## **Outcome Strategy**

Students will work in pairs to complete a Case Study. Students will write a lab report that will be graded mechanics, structure, content, logic, and depth of content following a format given (title, abstract, introduction, materials & methods, results & conclusion). Empirical Quantitative data will be analyzed. Essential information will be identified. Students will diagnose a patient with written justification applying the measurement principles to this new situation and describe how they came to the diagnosis. Group work will be graded on participation, performance & sharing of work.

## **Outcome Method**

A scoring rubric will be used to evaluate the following:

Critical Thinking - the impact of each clue/hint and its role in identifying their pathology and diagnosis.

Communication - grammar, syntax, proper terminology, and structure

Empirical & Quantitative - problem solving, decision making regarding significant measurements and making conclusions in identifying their pathology and diagnosis.

Teamwork - participation, performance, and sharing of tasks. This will be given following the completion of the urinary system.

This will be given following the completion of the urinary system.

## **Outcome Criterion**

70% of students will have a rating on the scoring rubric of "average" or higher (60 or higher) on each portion of the rubric.

## **Strategic Plan Relationship/General Education Goal/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

Empirical and Quantitative Skills - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

This student learning outcome directly relates to the students' ability to demonstrate, Critical Thinking Communication, Empirical & Quantitative, and Teamwork skills as they are expected to provide written documentation supporting and justifying their diagnosis using given information and will be evaluated.

Critical Thinking - production of a product, problem solving, applying principles, connecting ideas, specifying goals

Communication - Mechanics, structure, connection, logic, and accuracy

Empirical & Quantitative - Problem solving, identifying essential information, use of quantitative information, reaching conclusion

Teamwork - Participation, performance, and sharing of tasks.

## **Outcome Results**

Only 11 students from one section of Biol 2404 were assessed. Four sections with 89 students representing all campuses which offer Biol 2404 could have been assessed. 100% of assessed students were successful, but our goal was not met when so few students were assessed.

## **Outcome Distance Learning Results**

11 students from one section of Biol 2404 were assessed. Two sections with 49 internet students could have been assessed. 100% of the assessed students were successful, but the goal was not met when so few students were assessed.

**Planned Improvement as an Outcome Result**

Because fewer sections of Biol 2404 are offered, all sections on all campuses need to be assessed. We are also raising our standard for success.

**Planned Distance Learning Improvement as an Outcome Result**

Because fewer internet sections of Biol 2404 are offered, all sections on all campuses need to be assessed. We are also raising our standard for success.

# \*BIOL 2404 Introduction to Anatomy and Physiology Education

**Plan Period:** FY15

**Outcome ID#:** 7670

## **Outcome Description**

Students will relate concepts to everyday life and explain that relation related to health and pathology (SLO #7).

## **Outcome Strategy**

Students will work in pairs to complete a Case Study. Students will write a lab report that will be graded mechanics, structure, content, logic, and depth of content following a format given (title, abstract, introduction, materials & methods, results & conclusion). Empirical Quantitative data will be analyzed. Essential information will be identified. Students will diagnose a patient with written justification applying the measurement principles to this new situation and describe how they came to the diagnosis. Group work will be graded on participation, performance & sharing of work.

## **Outcome Method**

A scoring rubric will be used to evaluate the following:

Critical Thinking - the impact of each clue/hint and its role in identifying their pathology and diagnosis.

Communication - grammar, syntax, proper terminology, and structure

Empirical & Quantitative - problem solving, decision making regarding significant measurements and making conclusions in identifying their pathology and diagnosis.

Teamwork - participation, performance, and sharing of tasks. This will be given following the completion of the urinary system.

This will be given following the completion of the urinary system.

## **Outcome Criterion**

70% of students will have a rating on the scoring rubric of "average" or higher (60 or higher) on each portion of the rubric.

## **Strategic Plan Relationship/General Education Goal/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

Teamwork - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

This student learning outcome directly relates to the students' ability to demonstrate, Critical Thinking Communication, Empirical & Quantitative, and Teamwork skills as they are expected to provide written documentation supporting and justifying their diagnosis using given information and will be evaluated.

Critical Thinking - production of a product, problem solving, applying principles, connecting ideas, specifying goals  
Communication - Mechanics, structure, connection, logic, and accuracy

Empirical & Quantitative - Problem solving, identifying essential information, use of quantitative information, reaching conclusion

Teamwork - Participation, performance, and sharing of tasks.

## **Outcome Results**

Only 11 students from one section of Biol 2404 were assessed. Four sections with 89 students representing all campuses which offer Biol 2404 could have been assessed. 100% of assessed students were successful, but our goal was not met when so few students were assessed.

## **Outcome Distance Learning Results**

11 students from one section of Biol 2404 were assessed. Two sections with 49 internet students could have been assessed. 100% of the assessed students were successful, but the goal was not met when so few students were assessed.

## **Planned Improvement as an Outcome Result**

Because fewer sections of Biol 2404 are offered, all sections on all campuses need to be assessed. We are also raising our standard for success.

### **Planned Distance Learning Improvement as an Outcome Result**

Because fewer internet sections of Biol 2404 are offered, all sections on all campuses need to be assessed. We are also raising our standard for success.

# \*CHEM 1405 Introduction to Chemistry I Education

**Plan Period:** FY15

**Outcome ID#:** 7679

## **Outcome Description**

The student will apply scientific theories to analyze data and report their results.

## **Outcome Strategy**

The students will work in small groups (TW) to carry out or conduct an experiment applying theory from the textbook or lecture (CT) and evaluate the reasonableness of their results (EQ). An oral or written presentation (CM) will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed.

## **Outcome Method**

Experimental reports will be used to evaluate the successful completion of the core objectives. The assessment will be accomplished from the relevant section of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT, EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core objective to be compared across all classes. Successful completion is achieving a score of 60%.

## **Outcome Criterion**

At least 60% of students evaluated will attain mastery of the measured core objective.

## **Strategic Plan Relationship/General Education Goal/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

Critical Thinking Skills - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

CT1, CT2, and CT3 are applicable.

## **Outcome Results**

65 students, representing 5 sections and 2 of 3 campuses offering Chem 1405 in 2014-2015, were assessed. 98.5% were successful at the CORE Objective of Critical Thinking. We exceeded our goal.

## **Outcome Distance Learning Results**

26 online students, representing 2 sections and both campuses offering Chem 1405 online in 2014-2015, were assessed. 100% were successful at the CORE Objective of Critical Thinking. We exceeded our goal.

## **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

## **Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.



## \*CHEM 1405 Introduction to Chemistry I Education

**Plan Period:** FY15

**Outcome ID#:** 7680

### **Outcome Description**

The student will apply scientific theories to analyze data and report their results.

### **Outcome Strategy**

The students will work in small groups (TW) to carry out or conduct an experiment applying theory from the textbook or lecture (CT) and evaluate the reasonableness of their results (EQ). An oral or written presentation (CM) will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed.

### **Outcome Method**

Experimental reports will be used to evaluate the successful completion of the core objectives. The assessment will be accomplished from the relevant section of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT, EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core objective to be compared across all classes. Successful completion is achieving a score of 60%.

### **Outcome Criterion**

At least 60% of students evaluated will attain mastery of the measured core objective.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

Communication Skills - To include effective development, interpretation and expression of ideas through written, oral and visual communication.

COM 5 is applicable.

### **Outcome Results**

65 students, representing 5 sections of Chem 1405 and 2 of 3 campuses offering Chem 1405 in 2014-2015, were assessed. 93.9% were successful at the CORE Objective of Communication. We exceeded our goal.

### **Outcome Distance Learning Results**

26 students, representing 2 sections of Chem 1405 and both campuses offering Chem 1405 online in 2014-2015, were assessed. 100% were successful at the CORE Objective of Communication. We exceeded our goal.

### **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

# \*CHEM 1405 Introduction to Chemistry I Education

**Plan Period:** FY15

**Outcome ID#:** 7681

## **Outcome Description**

The student will apply scientific theories to analyze data and report their results.

## **Outcome Strategy**

The students will work in small groups (TW) to carry out or conduct an experiment applying theory from the textbook or lecture (CT) and evaluate the reasonableness of their results (EQ). An oral or written presentation (CM) will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed.

## **Outcome Method**

Experimental reports will be used to evaluate the successful completion of the core objectives. The assessment will be accomplished from the relevant section of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT, EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core objective to be compared across all classes. Successful completion is achieving a score of 60%.

## **Outcome Criterion**

At least 60% of students evaluated will attain mastery of the measured core objective.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

Empirical and Quantitative Skills - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

EQ1 and EQ2 are applicable.

## **Outcome Results**

65 students, representing 5 sections of Chem 1405 and 2 of 3 campuses offering Chem 1405 in 2014-2015, were assessed. 87.7% were successful at the CORE Objective of Empirical & Quantitative Reasoning. We exceeded our goal.

## **Outcome Distance Learning Results**

26 students, representing 2 sections of Chem 1405 online and both campuses offering Chem 1405 online in 2014-2015, were assessed. 100% were successful at the CORE Objective of Empirical & Quantitative Reasoning. We exceeded our goal.

## **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

## **Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

# \*CHEM 1405 Introduction to Chemistry I Education

**Plan Period:** FY15

**Outcome ID#:** 7682

## **Outcome Description**

The student will apply scientific theories to analyze data and report their results.

## **Outcome Strategy**

The students will work in small groups (TW) to carry out or conduct an experiment applying theory from the textbook or lecture (CT) and evaluate the reasonableness of their results (EQ). An oral or written presentation (CM) will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed.

## **Outcome Method**

Experimental reports will be used to evaluate the successful completion of the core objectives. The assessment will be accomplished from the relevant section of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT, EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core objective to be compared across all classes. Successful completion is achieving a score of 60%.

## **Outcome Criterion**

At least 60% of students evaluated will attain mastery of the measured core objective.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

Teamwork - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

TW2 is applicable.

## **Outcome Results**

65 students, representing 5 sections of Chem 1405 and 2 of 3 campuses offering Chem 1405 in 2014-2015, were assessed. 83.1% were successful in the CORE Objective of Teamwork. We exceeded our goal.

## **Outcome Distance Learning Results**

26 students, representing 2 sections of Chem 1405 and both campuses offering Chem 1405 in 2014-2015, were assessed. 100% were successful in the CORE Objective of Teamwork. We exceeded our goal.

## **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

## **Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

# \*CHEM 1411 General Chemistry I Education

**Plan Period:** FY15

**Outcome ID#:** 7695

## **Outcome Description**

The student will apply scientific theories to analyze data and report their results.

## **Outcome Strategy**

The students will work in small groups (TW) to carry out or conduct an experiment applying theory from the textbook or lecture (CT) and evaluate the reasonableness of their results (EQ). An oral or written presentation (CM) will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed.

## **Outcome Method**

Experimental reports will be used to evaluate the successful completion of the core objectives. The assessment will be accomplished from the relevant section of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT, EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core objective to be compared across all classes. Successful completion is achieving a score of 60%.

## **Outcome Criterion**

At least 60% of students evaluated will attain mastery of the measured core objective.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

Critical Thinking Skills - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

CT1, CT2, and CT3 are applicable.

## **Outcome Results**

126 students, representing all 7 sections of Chem 1411 offered in Fall 2014 and 2 sections offered in Spring 2015, were assessed. 96.8% were successful at the CORE Objective of Critical Thinking. We exceeded our goal.

## **Outcome Distance Learning Results**

33 students, representing the only online section of Chem 1311 offered in Fall 2014, were assessed. 100% were successful at the CORE Objective of Critical Thinking. We exceeded our goal.

## **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

## **Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

# \*CHEM 1411 General Chemistry I Education

**Plan Period:** FY15

**Outcome ID#:** 7696

## **Outcome Description**

The student will apply scientific theories to analyze data and report their results.

## **Outcome Strategy**

The students will work in small groups (TW) to carry out or conduct an experiment applying theory from the textbook or lecture (CT) and evaluate the reasonableness of their results (EQ). An oral or written presentation (CM) will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed.

## **Outcome Method**

Experimental reports will be used to evaluate the successful completion of the core objectives. The assessment will be accomplished from the relevant section of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT, EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core objective to be compared across all classes. Successful completion is achieving a score of 60%.

## **Outcome Criterion**

At least 60% of students evaluated will attain mastery of the measured core objective.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

Communication Skills - To include effective development, interpretation and expression of ideas through written, oral and visual communication.

COM5 is applicable.

## **Outcome Results**

126 students, representing all 7 sections of Chem 1411 offered in Fall 2014 and 2 sections offered in Spring 2015, were assessed. 95.2% were successful at the CORE Objective of Communication. We exceeded our goal.

## **Outcome Distance Learning Results**

33 students, representing the only online section of Chem 1311 offered in Fall 2014, were assessed. 100% were successful at the CORE Objective of Communication. We exceeded our goal.

## **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

## **Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

# \*CHEM 1411 General Chemistry I Education

**Plan Period:** FY15

**Outcome ID#:** 7697

## **Outcome Description**

The student will apply scientific theories to analyze data and report their results.

## **Outcome Strategy**

The students will work in small groups (TW) to carry out or conduct an experiment applying theory from the textbook or lecture (CT) and evaluate the reasonableness of their results (EQ). An oral or written presentation (CM) will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed.

## **Outcome Method**

Experimental reports will be used to evaluate the successful completion of the core objectives. The assessment will be accomplished from the relevant section of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT, EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core objective to be compared across all classes. Successful completion is achieving a score of 60%.

## **Outcome Criterion**

At least 60% of students evaluated will attain mastery of the measured core objective.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

Empirical and Quantitative Skills - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

EQ1 and EQ3 are applicable.

## **Outcome Results**

126 students, representing all 7 sections of Chem 1411 offered in Fall 2014 and 2 sections offered in Spring 2015, were assessed. 95.2% were successful at the CORE Objective of Empirical & Quantitative Reasoning. We exceeded our goal.

## **Outcome Distance Learning Results**

33 students, representing the only online section of Chem 1311 offered in Fall 2014, were assessed. 100% were successful at the CORE Objective of Empirical & Quantitative Reasoning. We exceeded our goal.

## **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

## **Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

# \*CHEM 1411 General Chemistry I Education

**Plan Period:** FY15

**Outcome ID#:** 7698

## **Outcome Description**

The student will apply scientific theories to analyze data and report their results.

## **Outcome Strategy**

The students will work in small groups (TW) to carry out or conduct an experiment applying theory from the textbook or lecture (CT) and evaluate the reasonableness of their results (EQ). An oral or written presentation (CM) will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed.

## **Outcome Method**

Experimental reports will be used to evaluate the successful completion of the core objectives. The assessment will be accomplished from the relevant section of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT, EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core objective to be compared across all classes. Successful completion is achieving a score of 60%.

## **Outcome Criterion**

At least 60% of students evaluated will attain mastery of the measured core objective.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

Teamwork - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

TW2 is applicable.

## **Outcome Results**

126 students, representing all 7 sections of Chem 1411 offered in Fall 2014 and 2 sections offered in Spring 2015, were assessed. 94.4% were successful at the CORE Objective of Teamwork. We exceeded our goal.

## **Outcome Distance Learning Results**

33 students, representing the only online section of Chem 1311 offered in Fall 2014, were assessed. 100% were successful at the CORE Objective of Teamwork. We exceeded our goal.

## **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

## **Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

# \*DRAM 1310 Theater Appreciation Education

**Plan Period:** FY15

**Outcome ID#:** 7793

## **Outcome Description**

Students will be able to define theatre and its role within society, demonstrate a clear understanding of how theatrical performances are created both in and out of a traditional theatre environment, show a better understanding of the collaborative process and working together to achieve a common goal, and justify their thoughts and opinion on a performance using specific examples to illustrate their points and defend their arguments.

## **Outcome Strategy**

Class discussions, lectures, outside readings, and viewing of live and recorded plays will be used to expose students not only to the conventions and literature of theatre but also to the theatre's historical and contemporary connections to the society /culture in which it was/is created.

## **Outcome Method**

Students will support the arts by attending a public performances and will submit an analysis of the performance.

## **Outcome Criterion**

The following criterion are based on the students who submit a critique:

SR: 100 % of the students will achieve 100% of the points available on the social responsibility portion of the rubric due to their attendance of the theatrical performance

COMM: 75% of the students will achieve a minimum of 75% of the points available on the communication portion of the rubric, based on effective application of writing skills in the analysis

CT: 70% of the students will achieve a minimum of 75% of the points available on the critical thinking portion of the rubric, based on their ability to support their critical analysis and opinion of the performance

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

Critical Thinking - Students will be required to think creatively by researching and applying the language of theatre in an analysis of a theatrical performance. They must synthesize the data in order to draw conclusions about each the performance.

Communication - Students will be expected to effectively development, interpret, and express their ideas through written communication in their analyses.

Social Responsibility Students will be provided the opportunity to enhance their intercultural competence as they explore various theatrical works and employ their civic responsibility to participate in opportunities to engage in their community's fine arts offerings.

## **Outcome Results**

The following criterion are based on the f2f students who submitted a critique:

SR: Goal was that 100 % of the students would achieve 100% of the points available on the social responsibility portion of the rubric  
Seventy-one percent successfully achieved this goal.

COMM: Goal was that 75% of the students would achieve a minimum of 75% of the points available on the communication portion of the rubric  
Eighty-one percent successfully achieved this goal.



CT: Goal was that 70% of the students would achieve a minimum of 75% of the points available on the critical thinking portion of the rubric  
Seventy-nine percent successfully achieved this goal.

### **Outcome Distance Learning Results**

The following criterion are based on the distance students who submitted a critique:

SR: Goal was that 100 % of the students would achieve 100% of the points available on the social responsibility portion of the rubric  
Sixty-six percent successfully achieved this goal.

COMM: Goal was that 75% of the students would achieve a minimum of 75% of the points available on the communication portion of the rubric  
Sixty-eight percent successfully achieved this goal.

CT: Goal was that 70% of the students would achieve a minimum of 75% of the points available on the critical thinking portion of the rubric  
Sixty-eight percent successfully achieved this goal.

### **Planned Improvement as an Outcome Result**

With the exception of the social responsibility objective, students were successful in meeting all objectives. There will be some discussion on engaging students and motivating them to participate in the SR activity in order to meet the outcome.

### **Planned Distance Learning Improvement as an Outcome Result**

Distance students fared poorly with these objectives. There will be discussion on how to better engage and motivate students to participate in the activities that meet these outcomes.

# \*DRAM 1310 Theater Appreciation Education

**Plan Period:** FY15

**Outcome ID#:** 7794

## **Outcome Description**

Students will be able to define theatre and its role within society, demonstrate a clear understanding of how theatrical performances are created both in and out of a traditional theatre environment, show a better understanding of the collaborative process and working together to achieve a common goal, and justify their thoughts and opinion on a performance using specific examples to illustrate their points and defend their arguments.

## **Outcome Strategy**

Class discussions, lectures, outside readings, and viewing of live and recorded plays will be used to expose students not only to the conventions and literature of theatre but also to the theatre's historical and contemporary connections to the society /culture in which it was/is created.

## **Outcome Method**

Students' participation in the group assignment will be assessed using a rubric. The components of the rubric will evaluate their participation in and commitment to fulfilling the group's goals.

## **Outcome Criterion**

Students who participate in the group activity will score the following on the teamwork element of the scoring rubric:

Teamwork- 70% will score at least 75% of the available points for this element by effectively working with group members to achieve the group's goal.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

Teamwork- Students must be able to consider different points of view as they evaluate each other's perspectives and application of theatrical elements discovered through class discussion as they work together to achieve the group's goal of analyzing a particular theatrical presentation.

## **Outcome Results**

F2f students who participated in the group activity will score the following on the teamwork element of the scoring rubric:

Teamwork- Goal is that 70% will score at least 75% of the available points for this element  
Ninety-six percent were successful in meeting this goal.

## **Outcome Distance Learning Results**

Distance students who participated in the group activity will score the following on the teamwork element of the scoring rubric:

Teamwork- Goal is that 70% will score at least 75% of the available points for this element  
Sixty-eight percent were successful in meeting this goal.

## **Planned Improvement as an Outcome Result**

No significant changes are being considered at this time.

## **Planned Distance Learning Improvement as an Outcome Result**

There will be discussion on how to engage students and motivate them to participate in this activity in order to fulfill the objective.

# \*DRAM 2366 Development of the Motion Picture Education

**Plan Period:** FY15

**Outcome ID#:** 7784

## **Outcome Description**

Students will be able to describe the film industry as an art form and a creative expression.

## **Outcome Strategy**

Through class discussion, individual research, and group viewings of relevant films, student will explore the creative techniques utilized in the creation of a film.

## **Outcome Method**

Students will complete a written critique that describes how the artist/work utilizes the major characteristics of the film industry and how it is considered creative expression.

## **Outcome Criterion**

Seventy-five percent of students who submit a critique will score 80%, or at least 20 points, on the communication section of the scoring rubric.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

Communication Students will be expected to effectively development, interpret, and express their ideas through written communication in their critique.

## **Outcome Results**

The goal was that 75% of f2f students who submit a critique will score 80%, or at least 20 points, on the communication section of the scoring rubric.

Ninety-five percent successfully achieved this goal.

## **Outcome Distance Learning Results**

The goal was that 75% of distance students who submit a critique will score 80%, or at least 20 points, on the communication section of the scoring rubric.

Ninety-one percent successfully achieved this goal.

## **Planned Improvement as an Outcome Result**

No significant changes are being considered at this time.

## **Planned Distance Learning Improvement as an Outcome Result**

No significant changes are being considered at this time.

# \*DRAM 2366 Development of the Motion Picture Education

**Plan Period:** FY15

**Outcome ID#:** 7785

## **Outcome Description**

Students will be able to demonstrate teamwork strategies and effective team participation.

## **Outcome Strategy**

Through class discussion, individual research, and group viewings of relevant films, students will explore the contributions of contemporary filmmakers to the film industry.

## **Outcome Method**

Students will work in groups of two to four and will conduct a social/comparative analysis of a film director's work.

## **Outcome Criterion**

Seventy-five percent of students who submit an analysis will score 80%, or at least 20 points, on the teamwork section of the scoring rubric that will assess their participation in group activities

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

Teamwork- Students must be able to consider different points of view as they evaluate each other's perspectives and apply theatrical elements to achieve the group's goal of analyzing a particular film.

## **Outcome Results**

The goal was that 75% of f2f students who submit an analysis will score 80%, or at least 20 points, on the teamwork section of the scoring rubric

One hundred percent were successful in achieving this goal.

## **Outcome Distance Learning Results**

The goal was that 75% of distance students who submit an analysis will score 80%, or at least 20 points, on the teamwork section of the scoring rubric

Ninety-one percent were successful in achieving this goal.

## **Planned Improvement as an Outcome Result**

No significant changes are being considered at this time.

## **Planned Distance Learning Improvement as an Outcome Result**

No significant changes are being considered at this time.

# \*DRAM 2366 Development of the Motion Picture Education

**Plan Period:** FY15

**Outcome ID#:** 7786

## **Outcome Description**

Students will be able to define the major social, cultural, technological, and economic considerations in the development of the film medium.

## **Outcome Strategy**

Through class viewings of selected films and class discussion, students will explore the contributions of contemporary filmmakers to the film industry and will learn to consider and describe the major societal and cultural shifts, technical innovation, and economic considerations of the film industry by writing a critique of films viewed in class.

## **Outcome Method**

Students' critiques of films will be assessed using a rubric

## **Outcome Criterion**

Seventy-five percent of students who submit at least one critique will score 80%, or at least 20 points, on the social responsibility section of the scoring rubric that will assess their ability to describe societal and cultural shifts, technical innovation, and economic considerations of the film.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

Social responsibility Students will be required to describe societal and cultural shifts, technical innovation, and economic considerations of a film.

## **Outcome Results**

The goal was that 75% of f2f students who submit at least one critique will score 80%, or at least 20 points, on the social responsibility section of the scoring rubric

Ninety-one percent were successful in achieving this goal.

## **Outcome Distance Learning Results**

The goal was that 75% of distance students who submit at least one critique will score 80%, or at least 20 points, on the social responsibility section of the scoring rubric

Eighty-nine percent were successful in achieving this goal.

## **Planned Improvement as an Outcome Result**

No significant changes are being considered at this time.

## **Planned Distance Learning Improvement as an Outcome Result**

No significant changes are being considered at this time.

# \*DRAM 2366 Development of the Motion Picture Education

**Plan Period:** FY15

**Outcome ID#:** 7787

## **Outcome Description**

Students will be able to define criteria for judging a film's effectiveness.

## **Outcome Strategy**

Through class viewings of selected films and class discussion, students will make connections between the various film practitioners and learn to analyze the elements of a film and compare the effectiveness of films based on the application of the elements.

## **Outcome Method**

Students will write a formal critique of a film production that expresses an argument expressing how effective film practitioners were in unifying the elements in the film.

## **Outcome Criterion**

Seventy-five percent of students who submit a formal critique will score 80%, or at least 20 points, on the critical thinking section of the scoring rubric that will assess their analysis of the unifying elements of the film using appropriate cinematic vocabulary.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

Critical Thinking Students will be required to think creatively by analyzing the application of various elements to determine their effectiveness. They must synthesize the data in order to draw conclusions and make choices.

## **Outcome Results**

The goal was that 75% of f2f students who submit a formal critique will score 80%, or at least 20 points, on the critical thinking section of the scoring rubric

Ninety-five percent were successful in achieving this goal.

## **Outcome Distance Learning Results**

The goal was that 75% of distance students who submit a formal critique will score 80%, or at least 20 points, on the critical thinking section of the scoring rubric

Ninety-three percent were successful in achieving this goal.

## **Planned Improvement as an Outcome Result**

No significant changes are being considered at this time.

## **Planned Distance Learning Improvement as an Outcome Result**

No significant changes are being considered at this time.

# \*ECON 2301 Macroeconomics Education

**Plan Period:** FY15

**Outcome ID#:** 7854

## **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/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

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**

78.5 percent of the students scored a minimum of 70% correct answers on the questions within this block.

## **Outcome Distance Learning Results**

85.3 percent of the students scored a minimum of 70% correct answers on the questions within this block.

## **Planned Improvement as an Outcome Result**

No changes. Present methods effective.

## **Planned Distance Learning Improvement as an Outcome Result**

No changes. Present methods effective.

## \*ECON 2301 Macroeconomics Education

**Plan Period:** FY15

**Outcome ID#:** 7855

### **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/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

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**

71.7 percent of the students scored a minimum of 70% correct answers on the questions within this block.

### **Outcome Distance Learning Results**

87.4 percent of the students scored a minimum of 70% correct answers on the questions within this block.

### **Planned Improvement as an Outcome Result**

No changes. Present methods effective.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes. Present methods effective.



# \*ECON 2301 Macroeconomics Education

**Plan Period:** FY15

**Outcome ID#:** 7856

## **Outcome Description**

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

## **Outcome Strategy**

Students will attend class lectures and/or read material related to international economics and globalization and how they relate to economics. They will be given assignments which will explore international economics, globalization and government policies that relate to same. The student will have the opportunity to analyze the nature and present causes of those policies with respect to our present international economic and global markets.

## **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/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

The concept of international economics and globalization 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 international economics and globalization.

## **Outcome Results**

81.9 percent of the students scored a minimum of 70% correct answers on the questions within this block.

## **Outcome Distance Learning Results**

84.6 percent of the students scored a minimum of 70% correct answers on the questions within this block.

## **Planned Improvement as an Outcome Result**

No changes. Present methods effective.

## **Planned Distance Learning Improvement as an Outcome Result**

No changes. Present methods effective.

## \*ECON 2302 Microeconomics Education

**Plan Period:** FY15

**Outcome ID#:** 7857

### **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/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

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**

92.2 percent of the students scored a minimum of 70% correct answers on the questions within this block.

### **Outcome Distance Learning Results**

84.9 percent of the students scored a minimum of 70% correct answers on the questions within this block.

### **Planned Improvement as an Outcome Result**

No changes. Present methods effective.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes. Present methods effective.

## \*ECON 2302 Microeconomics Education

**Plan Period:** FY15

**Outcome ID#:** 7858

### **Outcome Description**

Students will demonstrate an understanding of the purpose, tools, problems, intended, and unintended effects of factor markets and related issues. Students will also understand this information in relation to current events.

### **Outcome Strategy**

Students will attend class lectures and/or read material related to factor markets and related issues and how they relate to economics. They will be given assignments which will explore the kinds of factor markets and related issues in the economy and government policies that relate to same. The student will have the opportunity to analyze the nature and present causes of those policies with respect to our present economic factor markets.

### **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/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

The concept of factor markets and related issues 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 regarding factor markets and related issues.

### **Outcome Results**

80.9 percent of the students scored a minimum of 70% correct answers on the questions within this block.

### **Outcome Distance Learning Results**

82.2 percent of the students scored a minimum of 70% correct answers on the questions within this block.

### **Planned Improvement as an Outcome Result**

No changes. Present methods effective.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes. Present methods effective.

## \*ECON 2302 Microeconomics Education

**Plan Period:** FY15

**Outcome ID#:** 7859

### **Outcome Description**

Students will demonstrate an understanding of the purpose, tools, problems, intended, and unintended effects of market failure, public choice, and special-interest group politics. Students will also understand this information in relation to current events.

### **Outcome Strategy**

Students will attend class and/or do the assigned readings related to market failure, public choice, and special-interest group politics. They will engage in face to face or in on line discussions that will encourage critical thinking and problem solving as it relates to market failure, public choice, and special-interest group politics.

### **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 purpose, tools, problems, intended, and unintended effects of market failure, public choice, and special-interest group politics.

### **Outcome Criterion**

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

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

The concept of the purpose, tools, problems, intended, and unintended effects of market failure, public choice, and special-interest group politics 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 the purpose, tools, problems, intended, and unintended effects of market failure, public choice, and special-interest group politics.

### **Outcome Results**

87.3 percent of the students scored a minimum of 70% correct answers on the questions within this block.

### **Outcome Distance Learning Results**

86.3 percent of the students scored a minimum of 70% correct answers on the questions within this block.

### **Planned Improvement as an Outcome Result**

No changes. Present methods effective.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes. Present methods effective.

# \*ENGL 1301 Composition & Rhetoric Education

**Plan Period:** FY15

**Outcome ID#:** 7623

## **Outcome Description**

Demonstrate knowledge of individual and collaborative writing processes.

## **Outcome Strategy**

Students will work in groups to prepare a written report analyzing the data given and answering questions given. Papers will be graded for mechanics, structure, content, logic and accuracy. Teamwork will be evaluated for participation, synthesis of work and sharing work. Students are to self-analyze, link the class to real life, pursue activities to expand their knowledge, a plan of improvement and a topic of interest related to the topic.

## **Outcome Method**

Peer-reviewed research papers will be collected from each student near the end of the semester and will be evaluated for communication according to a rubric maintained on file.

## **Outcome Criterion**

60% of the students will demonstrate a passable level of competence in their peer-reviewed research paper.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

This outcome relates to students' ability to engage in communication, as developing ideas, crafting readable, grammatically and mechanically correct sentences, and writing with an operational awareness of audience expectations.

This outcome relates to students' ability to engage in critical thinking, as generating theses, finding relevant and accurate support for said theses, evaluating counterclaims and counter-support, and synthesizing various perspectives.

This outcome relates to students' ability to engage in teamwork, as subjecting peer's submissions to constructively critical review, offering feedback, and implementing feedback in the development of a final product for submission.

This outcome relates to students' ability to demonstrate personal responsibility, as handling source materials in keeping with legal and ethical bounds.

## **Outcome Results**

Peer-reviewed research papers were collected from each student near the end of the semester and were evaluated for communication according to a rubric maintained on file. 81.42% of the students were successful in this assessment. This data included all face to face and online English 1301 classes.

## **Outcome Distance Learning Results**

Peer-reviewed research papers were collected from each student near the end of the semester and were evaluated for communication according to a rubric maintained on file. 81.42% of the students were successful in this assessment. This data included all face to face and online English 1301 classes.

## **Planned Improvement as an Outcome Result**

No changes are needed at this time. More than 60% of the students demonstrated a passable level of competence in their peer-reviewed research paper.

**Planned Distance Learning Improvement as an Outcome Result**

No changes are needed at this time. More than 60% of the students demonstrated a passable level of competence in their peer-reviewed research paper.

# \*ENGL 1302 Composition & Literature Education

**Plan Period:** FY15

**Outcome ID#:** 7624

## **Outcome Description**

Demonstrate knowledge of individual and collaborative writing processes.

## **Outcome Strategy**

Students will work in groups to prepare a written report analyzing the data given and answering questions given. Papers will be graded for mechanics, structure, content, logic and accuracy. Teamwork will be evaluated for participation, synthesis of work and sharing work. Students are to self-analyze, link the class to real life, pursue activities to expand their knowledge, a plan of improvement and a topic of interest related to the topic.

## **Outcome Method**

Peer-reviewed research papers will be collected from each student near the end of the semester and will be evaluated for communication according to a rubric maintained on file.

## **Outcome Criterion**

60% of the students will demonstrate a passable level of competence in their peer-reviewed research paper.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

This outcome relates to students' ability to engage in communication, as developing ideas, crafting readable, grammatically and mechanically correct sentences, and writing with an operational awareness of audience expectations.

This outcome relates to students' ability to engage in critical thinking, as generating theses, finding relevant and accurate support for said theses, evaluating counterclaims and counter-support, and synthesizing various perspectives.

This outcome relates to students' ability to engage in teamwork, as subjecting peer's submissions to constructively critical review, offering feedback, and implementing feedback in the development of a final product for submission.

This outcome relates to students' ability to demonstrate personal responsibility, as handling source materials in keeping with legal and ethical bounds.

## **Outcome Results**

Peer-reviewed research papers were collected from each student near the end of the semester and were evaluated for communication according to a rubric maintained on file. 78.6% passed the assessment based on the rubric on file.

## **Outcome Distance Learning Results**

Peer-reviewed research papers were collected from each student near the end of the semester and were evaluated for communication according to a rubric maintained on file. 78.6% passed the assessment based on the rubric on file.

## **Planned Improvement as an Outcome Result**

Changes are not needed due to the 60% benchmark was surpassed in all English 1302 classes.

## **Planned Distance Learning Improvement as an Outcome Result**

Changes are not needed due to the 60% benchmark was surpassed in all English 1302 classes.

# \*ENGL 2311 Technical Writing Education

**Plan Period:** FY15

**Outcome ID#:** 7638

## **Outcome Description**

To understand the importance of cooperative and collaborative discussion leading to a group-generated document.

## **Outcome Strategy**

Interview a member of their team before beginning a group project. Prepare questions and write down their classmate's answers without commenting on their own. Report their team member's ideas to the group.

## **Outcome Method**

Peer-reviewed research papers will be collected from each student near the end of the semester and will be evaluated for teamwork according to the following rubric:

- 4 - Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.
- 3 - Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.
- 2 - Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.
- 1 - Engages team members by taking turns and listening to others without interrupting
- 0 - No attempt to engage team members demonstrated.

## **Outcome Criterion**

60% of the students will demonstrate a passable level of competence in their peer-reviewed research paper.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

This outcome relates to students' ability to engage in teamwork, as subjecting peer's submissions to constructively critical review, offering feedback, and implementing feedback in the development of a final product for submission.

## **Outcome Results**

To understand the importance of cooperative and collaborative discussion leading to a group-generated document, the students were to interview a member of their team before beginning a group project. Prepare questions and write down their classmate's answers without commenting on their own. Report their team member's ideas to the group. 100% demonstrated competency.

## **Outcome Distance Learning Results**

To understand the importance of cooperative and collaborative discussion leading to a group-generated document, the students were to interview a member of their team before beginning a group project. Prepare questions and write down their classmate's answers without commenting on their own. Report their team member's ideas to the group. 100% demonstrated competency.

## **Planned Improvement as an Outcome Result**

There will be no changes made at this time.

## **Planned Distance Learning Improvement as an Outcome Result**

There will be no changes made at this time.



# \*ENGL 2311 Technical Writing Education

**Plan Period:** FY15

**Outcome ID#:** 7639

## **Outcome Description**

Produce documents appropriate to audience, purpose, and genre.

## **Outcome Strategy**

Identify a school or community issue that currently needs to be addressed. Have students analyze the source of the problem and point out the citizens affected. Then, have the students write a memo to school or community leaders sharing their findings. Rewrite this memo for community members. Rewrite a third time for someone from another community who faces a similar problem. In small groups, read and evaluate the unique needs of each audience.

## **Outcome Method**

Peer-reviewed research papers will be collected from each student near the end of the semester and will be evaluated for communication according to the following rubric:

4 - Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.

Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error free.

3 - Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.

2 - Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.

1 - Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). Uses language that sometimes impedes meaning because of errors in usage.

0 - No attempt to meet audience expectations.

Peer-reviewed research papers will be collected from each student near the end of the semester and will be evaluated for critical thinking according to the following rubric:

4 - Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis). Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.

3 - Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis). Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.

2 - Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue. Uses appropriate and relevant content to develop and explore ideas through most of the work.

1 - Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious. Uses appropriate and relevant content to develop simple ideas in some parts of the work.

0 - No appreciable attempt to engage in critical thinking skills demonstrated.

## **Outcome Criterion**

60% of the students will demonstrate a passable level of competence in their peer-reviewed research paper.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

This outcome relates to students' ability to engage in communication, as developing ideas, crafting readable, grammatically and mechanically correct sentences, and writing with an operational awareness of audience expectations.

This outcome relates to students' ability to engage in critical thinking, as generating theses, finding relevant and accurate support for said theses, evaluating counterclaims and counter-support, and synthesizing various perspectives.

### **Outcome Results**

Students were to identify a school or community issue that currently needs to be addressed. Students analyzed the source of the problem and pointed out the citizens affected. Then, the students wrote a memo to school or community leaders sharing their findings. They were to rewrite this memo for community members. Then, rewrite a third time for someone from another community who faces a similar problem. In small groups, they read and evaluated the unique needs of each audience. 83% were successful based on the rubric with this task.

### **Outcome Distance Learning Results**

Students were to identify a school or community issue that currently needs to be addressed. Students analyzed the source of the problem and pointed out the citizens affected. Then, the students wrote a memo to school or community leaders sharing their findings. They were to rewrite this memo for community members. Then, rewrite a third time for someone from another community who faces a similar problem. In small groups, they read and evaluated the unique needs of each audience. 83% were successful based on the rubric with this task.

### **Planned Improvement as an Outcome Result**

There are no changes needed based on the results.

### **Planned Distance Learning Improvement as an Outcome Result**

There are no changes needed based on the results

# \*ENGL 2311 Technical Writing Education

**Plan Period:** FY15

**Outcome ID#:** 7640

## **Outcome Description**

Analyze the ethical responsibilities involved in technical communication.

## **Outcome Strategy**

1. Locate articles reporting unethical behavior in the business world and the consequences of each. In small groups find possible solutions by asking these questions: How can I know the right action? In this situation? What values do I want to represent in this situation. Write a summary and submit to their instructor.
2. Go to [www.gervaseprograms.georgetown.edu/plagiarism.html](http://www.gervaseprograms.georgetown.edu/plagiarism.html) or any other website that discusses plagiarism in schools or the workplace. Write a working definition of plagiarism and a list of strategies for avoiding it. Have each student bring his findings to class for discussion. Create a master list of strategies decided on by the class to give to their instructor.

## **Outcome Method**

Peer-reviewed research papers will be collected from each student near the end of the semester and will be evaluated for personal responsibility according to the following rubric

4 - Students use correctly all of the following: information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

3 - Students use correctly three of the following: information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

2 - Students use correctly two of the following: information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

1 - Students use correctly one of the following: information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full

## **Outcome Criterion**

60% of the students will demonstrate a passable level of competence in their peer-reviewed research paper.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

This outcome relates to students' ability to demonstrate personal responsibility, as handling source materials in keeping with legal and ethical bounds.

## **Outcome Results**

Analyze the ethical responsibilities involved in technical communication. The students were to:

1. Locate articles reporting unethical behavior in the business world and the consequences of each. In small

groups find possible solutions by asking these questions: How can I know the right action in this situation? What values do I want to represent in this situation. Write a summary and submit to their instructor.

2. Go to [www.gervaseprograms.georgetown.edu/plagiarism.html](http://www.gervaseprograms.georgetown.edu/plagiarism.html) or any other website that discusses plagiarism in schools or the workplace. Write a working definition of plagiarism and a list of strategies for avoiding it. Have each student bring his findings to class for discussion. Create a master list of strategies decided on by the class to give to their instructor. 83% of the students were successful.

### **Outcome Distance Learning Results**

Analyze the ethical responsibilities involved in technical communication.

The students were to:

1. Locate articles reporting unethical behavior in the business world and the consequences of each. In small groups find possible solutions by asking these questions: How can I know the right action in this situation? What values do I want to represent in this situation. Write a summary and submit to their instructor.

2. Go to [www.gervaseprograms.georgetown.edu/plagiarism.html](http://www.gervaseprograms.georgetown.edu/plagiarism.html) or any other website that discusses plagiarism in schools or the workplace. Write a working definition of plagiarism and a list of strategies for avoiding it. Have each student bring his findings to class for discussion. Create a master list of strategies decided on by the class to give to their instructor. 83% of the students were successful.

### **Planned Improvement as an Outcome Result**

No changes are needed at the present time.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes are needed at the present time.

# \*ENGL 2322 Survey of British Literature I Education

**Plan Period:** FY15

**Outcome ID#:** 7625

## **Outcome Description**

Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

## **Outcome Strategy**

Students will write a research paper comparing the differing time periods, cultures, and/or literary elements found in which the student will present an argument and provide justification for their observations and where the grading of the essay will be based, at least in part, on the student's accuracy and/or depth of presentation.

## **Outcome Method**

Research papers will be collected from each student near the end of the semester and will be evaluated for communication according to the following rubric:

4 - Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error free.

3 - Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.

2 - Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.

1 - Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). Uses language that sometimes impedes meaning because of errors in usage.

0 - No attempt to meet audience expectations.

Research papers will be collected from each student near the end of the semester and will be evaluated for critical thinking according to the following rubric:

4 - Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis). Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.

3 - Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis). Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.

2 - Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue. Uses appropriate and relevant content to develop and explore ideas through most of the work.

1 - Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious. Uses appropriate and relevant content to develop simple ideas in some parts of the work.

0 - No appreciable attempt to engage in critical thinking skills demonstrated.

## **Outcome Criterion**

60% of the students will demonstrate a passable level of competence in their research paper.

## **Strategic Plan Relationship/General Education Goal**

## Enhance Learning

### 5.1.3 Academic Success, 5.3.5 Distance Education

This outcome relates to students' ability to engage in communication, as developing ideas, crafting readable, grammatically and mechanically correct sentences, and writing with an operational awareness of audience expectations.

This outcome relates to students' ability to engage in critical thinking, as generating theses, finding relevant and accurate support for said theses, evaluating counterclaims and counter-support, and synthesizing various perspectives.

### **Outcome Results**

Students composed a research-based critical paper about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

Students wrote a research paper comparing the differing time periods, cultures, and/or literary elements found in which the students presented an argument and provide justification for their observations and where the grading of the essay will be based, at least in part, on the students' accuracy and/or depth of presentation. 60% of the students were to demonstrate a passable level of competence in their research paper. In this calendar year, 87.33% demonstrated a level of competence in their research papers.

### **Outcome Distance Learning Results**

Students composed a research-based critical paper about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

Students wrote a research paper comparing the differing time periods, cultures, and/or literary elements found in which the students presented an argument and provide justification for their observations and where the grading of the essay will be based, at least in part, on the students' accuracy and/or depth of presentation. 60% of the students were to demonstrate a passable level of competence in their research paper. In this calendar year, 87.33% demonstrated a level of competence in their research papers.

### **Planned Improvement as an Outcome Result**

There were not any changes needed. The students surpassed the baseline 60% by 17.33%.

### **Planned Distance Learning Improvement as an Outcome Result**

There were not any changes needed. The students surpassed the baseline 60% by 17.33%.

# \*ENGL 2322 Survey of British Literature I Education

**Plan Period:** FY15

**Outcome ID#:** 7626

## **Outcome Description**

Students will analyze emotional, psychological, moral, and political issues which appear in English literature.

## **Outcome Strategy**

In discussions and journal entries, students will evaluate themselves as learners/readers and identify how their own life experiences and personal issues compare with those presented to them in the literature and what lessons the literature may teach them about their own lives and world.

## **Outcome Method**

Research papers will be collected from each student near the end of the semester and will be evaluated for social responsibility according to the following rubric:

- 4 - Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.
- 3 - Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures
- 2 - Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.
- 1 - Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures
- 0 - No appreciable attempt to engage in social responsibility demonstrated.

Research papers will be collected from each student near the end of the semester and will be evaluated for personal responsibility according to the following rubric:

- 4 - Students use correctly all of the following: information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
- 3 - Students use correctly three of the following: information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
- 2 - Students use correctly two of the following: information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
- 1 - Students use correctly one of the following: information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
- 0 - No attempt to assume personal responsibility demonstrated.

## **Outcome Criterion**

60% of the students will demonstrate a passable level of competence in their research paper.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

This outcome relates to students' ability to engage in social responsibility, as demonstrating understanding of other cultures and perspectives and applying those perspectives to new situations.

This outcome relates to students' ability to demonstrate personal responsibility, as handling source materials in keeping with legal and ethical bounds.

### **Outcome Results**

Students analyzed emotional, psychological, moral, and political issues which appear in English literature. In discussions and journal entries, students evaluated themselves as learners/readers and identify how their own life experiences and personal issues compare with those presented to them in the literature and what lessons the literature may teach them about their own lives and world. 60% of the students were to demonstrate a passable level of competence in their discussions and journal entries. In this calendar year, 87.33% demonstrated a level of competence.

### **Outcome Distance Learning Results**

Students analyzed emotional, psychological, moral, and political issues which appear in English literature. In discussions and journal entries, students evaluated themselves as learners/readers and identify how their own life experiences and personal issues compare with those presented to them in the literature and what lessons the literature may teach them about their own lives and world. 60% of the students were to demonstrate a passable level of competence in their discussions and journal entries. In this calendar year, 87.33% demonstrated a level of competence.

### **Planned Improvement as an Outcome Result**

None were needed. The students surpassed our expectations.

### **Planned Distance Learning Improvement as an Outcome Result**

None were needed. The students surpassed our expectations.



## \*ENGL 2323 Survey of British Literature II Education

**Plan Period:** FY15

**Outcome ID#:** 7627

### **Outcome Description**

Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

### **Outcome Strategy**

Students will write a research paper comparing the differing time periods, cultures, and/or literary elements found in which the student will present an argument and provide justification for their observations and where the grading of the essay will be based, at least in part, on the student's accuracy and/or depth of presentation.

### **Outcome Method**

Research papers will be collected from each student near the end of the semester and will be evaluated for communication according to the following rubric:

4 - Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error free.

3 - Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.

2 - Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.

1 - Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). Uses language that sometimes impedes meaning because of errors in usage.

0 - No attempt to meet audience expectations.

Research papers will be collected from each student near the end of the semester and will be evaluated for critical thinking according to the following rubric:

4 - Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis). Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.

3 - Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis). Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.

2 - Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue. Uses appropriate and relevant content to develop and explore ideas through most of the work.

1 - Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious. Uses appropriate and relevant content to develop simple ideas in some parts of the work.

0 - No appreciable attempt to engage in critical thinking skills demonstrated.

### **Outcome Criterion**

60% of the students will demonstrate a passable level of competence in their research paper.

### **Strategic Plan Relationship/General Education Goal**

## Enhance Learning

### 5.1.3 Academic Success, 5.3.5 Distance Education

This outcome relates to students' ability to engage in communication, as developing ideas, crafting readable, grammatically and mechanically correct sentences, and writing with an operational awareness of audience expectations.

This outcome relates to students' ability to engage in critical thinking, as generating theses, finding relevant and accurate support for said theses, evaluating counterclaims and counter-support, and synthesizing various perspectives.

### **Outcome Results**

Students composed a research-based critical paper about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

Students wrote a research paper comparing the differing time periods, cultures, and/or literary elements found in which the students presented an argument and provide justification for their observations and where the grading of the essay will be based, at least in part, on the students' accuracy and/or depth of presentation. 60% of the students were to demonstrate a passable level of competence in their research paper. In this calendar year, 87.30% demonstrated a level of competence in their research papers.

### **Outcome Distance Learning Results**

Students composed a research-based critical paper about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

Students wrote a research paper comparing the differing time periods, cultures, and/or literary elements found in which the students presented an argument and provide justification for their observations and where the grading of the essay will be based, at least in part, on the students' accuracy and/or depth of presentation. 60% of the students were to demonstrate a passable level of competence in their research paper. In this calendar year, 87.30% demonstrated a level of competence in their research papers.

### **Planned Improvement as an Outcome Result**

No changes are to be made. The students demonstrated a 17.30% higher competence level than expected.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes are to be made. The students demonstrated a 17.30% higher competence level than expected.

# \*ENGL 2323 Survey of British Literature II Education

**Plan Period:** FY15

**Outcome ID#:** 7628

## **Outcome Description**

Students will analyze emotional, psychological, moral, and political issues which appear in English literature.

## **Outcome Strategy**

In discussions and journal entries, students will evaluate themselves as learners/readers and identify how their own life experiences and personal issues compare with those presented to them in the literature and what lessons the literature may teach them about their own lives and world.

## **Outcome Method**

Research papers will be collected from each student near the end of the semester and will be evaluated for social responsibility according to the following rubric:

- 4 ? Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.
- 3 ? Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures
- 2 ? Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.
- 1 ? Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures
- 0 ? No appreciable attempt to engage in social responsibility demonstrated.

Research papers will be collected from each student near the end of the semester and will be evaluated for personal responsibility according to the following rubric:

- 4 ? Students use correctly all of the following: information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
- 3 ? Students use correctly three of the following: information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
- 2 ? Students use correctly two of the following: information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
- 1 ? Students use correctly one of the following: information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
- 0 ? No attempt to assume personal responsibility demonstrated.

## **Outcome Criterion**

60% of the students will demonstrate a passable level of competence in their research paper.

## **Strategic Plan Relationship/General Education Goal**

## Enhance Learning

### 5.1.3 Academic Success, 5.3.5 Distance Education

This outcome relates to students' ability to engage in social responsibility, as demonstrating understanding of other cultures and perspectives and applying those perspectives to new situations.

This outcome relates to students' ability to demonstrate personal responsibility, as handling source materials in keeping with legal and ethical bounds.

## **Outcome Results**

Students analyzed emotional, psychological, moral, and political issues which appear in English literature. In discussions and journal entries, students evaluated themselves as learners/readers and identify how their own life experiences and personal issues compare with those presented to them in the literature and what lessons the literature may teach them about their own lives and world. 60% of the students were to demonstrate a passable level of competence in their discussions and journal entries. In this calendar year, 87.30% demonstrated a level of competence.

## **Outcome Distance Learning Results**

Students analyzed emotional, psychological, moral, and political issues which appear in English literature. In discussions and journal entries, students evaluated themselves as learners/readers and identify how their own life experiences and personal issues compare with those presented to them in the literature and what lessons the literature may teach them about their own lives and world. 60% of the students were to demonstrate a passable level of competence in their discussions and journal entries. In this calendar year, 87.30% demonstrated a level of competence.

## **Planned Improvement as an Outcome Result**

No changes are to be made. The students demonstrated a 17.30% higher competence level than expected.

## **Planned Distance Learning Improvement as an Outcome Result**

No changes are to be made. The students demonstrated a 17.30% higher competence level than expected.

# \*ENGL 2326 Survey of American Literature Education

**Plan Period:** FY15

**Outcome ID#:** 7629

## **Outcome Description**

Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

## **Outcome Strategy**

Students will write a research paper comparing the differing time periods, cultures, and/or literary elements found in which the student will present an argument and provide justification for their observations and where the grading of the essay will be based, at least in part, on the student's accuracy and/or depth of presentation.

## **Outcome Method**

Research papers will be collected from each student near the end of the semester and will be evaluated for communication according to the following rubric:

4 - Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error free.

3 - Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.

2 - Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.

1 - Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). Uses language that sometimes impedes meaning because of errors in usage.

0 - No attempt to meet audience expectations.

Research papers will be collected from each student near the end of the semester and will be evaluated for critical thinking according to the following rubric:

4 - Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis). Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.

3 - Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis). Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.

2 - Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue. Uses appropriate and relevant content to develop and explore ideas through most of the work.

1 - Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious. Uses appropriate and relevant content to develop simple ideas in some parts of the work.

0 - No appreciable attempt to engage in critical thinking skills demonstrated.

## **Outcome Criterion**

60% of the students will demonstrate a passable level of competence in their research paper.

## **Strategic Plan Relationship/General Education Goal**

## Enhance Learning

### 5.1.3 Academic Success, 5.3.5 Distance Education

This outcome relates to students' ability to engage in communication, as developing ideas, crafting readable, grammatically and mechanically correct sentences, and writing with an operational awareness of audience expectations.

This outcome relates to students' ability to engage in critical thinking, as generating theses, finding relevant and accurate support for said theses, evaluating counterclaims and counter-support, and synthesizing various perspectives.

### **Outcome Results**

Students wrote a research paper comparing the differing time periods, cultures, and/or literary elements found in which the student presented an argument and provided justification for their observations and the grading of the essay was based, at least in part, on the student's accuracy and/or depth of presentation. 100% of the participants demonstrated competency on this assessment.

### **Outcome Distance Learning Results**

Distance learning results were the same because the results were not separated by reporting faculty. Students wrote a research paper comparing the differing time periods, cultures, and/or literary elements found in which the student presented an argument and provided justification for their observations and the grading of the essay was based, at least in part, on the student's accuracy and/or depth of presentation. 100% of the participants demonstrated competency on this assessment.

### **Planned Improvement as an Outcome Result**

Distance learning results were the same because the results were not separated by reporting faculty. Faculty will be mandated to separate the distance data from the face to face data in future reporting cycles.

### **Planned Distance Learning Improvement as an Outcome Result**

Distance learning results were the same because the results were not separated by reporting faculty.

# \*ENGL 2326 Survey of American Literature Education

**Plan Period:** FY15

**Outcome ID#:** 7630

## **Outcome Description**

Students will analyze emotional, psychological, moral, and political issues which appear in English literature.

## **Outcome Strategy**

In discussions and journal entries, students will evaluate themselves as learners/readers and identify how their own life experiences and personal issues compare with those presented to them in the literature and what lessons the literature may teach them about their own lives and world.

## **Outcome Method**

Research papers will be collected from each student near the end of the semester and will be evaluated for social responsibility according to the following rubric:

- 4 - Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.
- 3 - Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures
- 2 - Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.
- 1 - Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures
- 0 - No appreciable attempt to engage in social responsibility demonstrated.

Research papers will be collected from each student near the end of the semester and will be evaluated for personal responsibility according to the following rubric:

- 4 - Students use correctly all of the following: information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
- 3 - Students use correctly three of the following: information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
- 2 - Students use correctly two of the following: information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
- 1 - Students use correctly one of the following: information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
- 0 - No attempt to assume personal responsibility demonstrated.

## **Outcome Criterion**

60% of the students will demonstrate a passable level of competence in their research paper.

## **Strategic Plan Relationship/General Education Goal**

## Enhance Learning

### 5.1.3 Academic Success, 5.3.5 Distance Education

This outcome relates to students' ability to engage in social responsibility, as demonstrating understanding of other cultures and perspectives and applying those perspectives to new situations.

This outcome relates to students' ability to demonstrate personal responsibility, as handling source materials in keeping with legal and ethical bounds.

### **Outcome Results**

Students analyzed emotional, psychological, moral, and political issues which appear in English literature. In discussions and journal entries, students evaluated themselves as learners/readers and identified how their own life experiences and personal issues compared with those presented to them in the literature and what lessons the literature taught them about their own lives and world. . 80% of the participants demonstrated competency on this assessment.

### **Outcome Distance Learning Results**

Students analyzed emotional, psychological, moral, and political issues which appear in English literature. In discussions and journal entries, students evaluated themselves as learners/readers and identified how their own life experiences and personal issues compared with those presented to them in the literature and what lessons the literature taught them about their own lives and world. . 80% of the participants demonstrated competency on this assessment.

### **Planned Improvement as an Outcome Result**

Distance learning results were the same because the results were not separated by reporting faculty. Faculty will be mandated to separate the distance data from the face to face data in future reporting cycles.

### **Planned Distance Learning Improvement as an Outcome Result**

Distance learning results were the same because the results were not separated by reporting faculty. Faculty will be mandated to separate the distance data from the face to face data in future reporting cycles.



# \*ENGL 2332 Survey of World Literature I Education

**Plan Period:** FY15

**Outcome ID#:** 7631

## **Outcome Description**

Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

## **Outcome Strategy**

Students will write a research paper comparing the differing time periods, cultures, and/or literary elements found in which the student will present an argument and provide justification for their observations and where the grading of the essay will be based, at least in part, on the student's accuracy and/or depth of presentation.

## **Outcome Method**

Research papers will be collected from each student near the end of the semester and will be evaluated for communication according to the following rubric:

4 - Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error free.

3 - Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.

2 - Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.

1 - Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). Uses language that sometimes impedes meaning because of errors in usage.

0 - No attempt to meet audience expectations.

Research papers will be collected from each student near the end of the semester and will be evaluated for critical thinking according to the following rubric:

4 - Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis). Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.

3 - Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis). Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.

2 - Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue. Uses appropriate and relevant content to develop and explore ideas through most of the work.

1 - Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious. Uses appropriate and relevant content to develop simple ideas in some parts of the work.

0 - No appreciable attempt to engage in critical thinking skills demonstrated.

## **Outcome Criterion**

60% of the students will demonstrate a passable level of competence in their research paper.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

This outcome relates to students' ability to engage in communication, as developing ideas, crafting readable,

grammatically and mechanically correct sentences, and writing with an operational awareness of audience expectations.

This outcome relates to students' ability to engage in critical thinking, as generating theses, finding relevant and accurate support for said theses, evaluating counterclaims and counter-support, and synthesizing various perspectives.

### **Outcome Results**

Students composed a research-based critical paper about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

Students wrote a research paper comparing the differing time periods, cultures, and/or literary elements found in which the students presented an argument and provide justification for their observations and where the grading of the essay will be based, at least in part, on the students' accuracy and/or depth of presentation. 60% of the students were to demonstrate a passable level of competence in their research paper. In this calendar year, 72.72% demonstrated a level of competence in their research papers.

### **Outcome Distance Learning Results**

Students composed a research-based critical paper about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

Students wrote a research paper comparing the differing time periods, cultures, and/or literary elements found in which the students presented an argument and provide justification for their observations and where the grading of the essay will be based, at least in part, on the students' accuracy and/or depth of presentation. 60% of the students were to demonstrate a passable level of competence in their research paper. In this calendar year, 72.72% demonstrated a level of competence in their research papers.

### **Planned Improvement as an Outcome Result**

No changes are to be made. The students demonstrated a 12.27% higher competence level than expected.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes are to be made. The students demonstrated a 12.27% higher competence level than expected.

# \*ENGL 2332 Survey of World Literature I Education

**Plan Period:** FY15

**Outcome ID#:** 7632

## **Outcome Description**

Students will analyze emotional, psychological, moral, and political issues which appear in English literature.

## **Outcome Strategy**

In discussions and journal entries, students will evaluate themselves as learners/readers and identify how their own life experiences and personal issues compare with those presented to them in the literature and what lessons the literature may teach them about their own lives and world.

## **Outcome Method**

Research papers will be collected from each student near the end of the semester and will be evaluated for social responsibility according to the following rubric:

- 4 - Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.
- 3 - Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures
- 2 - Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.
- 1 - Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures
- 0 - No appreciable attempt to engage in social responsibility demonstrated.

Research papers will be collected from each student near the end of the semester and will be evaluated for personal responsibility according to the following rubric:

- 4 - Students use correctly all of the following: information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
- 3 - Students use correctly three of the following: information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
- 2 - Students use correctly two of the following: information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
- 1 - Students use correctly one of the following: information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
- 0 - No attempt to assume personal responsibility demonstrated.

## **Outcome Criterion**

60% of the students will demonstrate a passable level of competence in their research paper.

## **Strategic Plan Relationship/General Education Goal**

## Enhance Learning

### 5.1.3 Academic Success, 5.3.5 Distance Education

This outcome relates to students' ability to engage in social responsibility, as demonstrating understanding of other cultures and perspectives and applying those perspectives to new situations.

This outcome relates to students' ability to demonstrate personal responsibility, as handling source materials in keeping with legal and ethical bounds.

### **Outcome Results**

Students analyzed emotional, psychological, moral, and political issues which appear in English literature. In discussions and journal entries, students evaluated themselves as learners/readers and identify how their own life experiences and personal issues compare with those presented to them in the literature and what lessons the literature may teach them about their own lives and world. 60% of the students were to demonstrate a passable level of competence in their discussions and journal entries. In this calendar year, 72.72% demonstrated a level of competence.

### **Outcome Distance Learning Results**

Students analyzed emotional, psychological, moral, and political issues which appear in English literature. In discussions and journal entries, students evaluated themselves as learners/readers and identify how their own life experiences and personal issues compare with those presented to them in the literature and what lessons the literature may teach them about their own lives and world. 60% of the students were to demonstrate a passable level of competence in their discussions and journal entries. In this calendar year, 72.72% demonstrated a level of competence.

### **Planned Improvement as an Outcome Result**

No changes are to be made. The students demonstrated a 12.27% higher competence level than expected.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes are to be made. The students demonstrated a 12.27% higher competence level than expected.

## \*ENGL 2333 Survey of World Literature II Education

**Plan Period:** FY15

**Outcome ID#:** 7633

### **Outcome Description**

Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

### **Outcome Strategy**

Students will write a research paper comparing the differing time periods, cultures, and/or literary elements found in which the student will present an argument and provide justification for their observations and where the grading of the essay will be based, at least in part, on the student's accuracy and/or depth of presentation.

### **Outcome Method**

Research papers will be collected from each student near the end of the semester and will be evaluated for communication according to the following rubric:

4 - Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error free.

3 - Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.

2 - Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.

1 - Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). Uses language that sometimes impedes meaning because of errors in usage.

0 - No attempt to meet audience expectations.

Research papers will be collected from each student near the end of the semester and will be evaluated for critical thinking according to the following rubric:

4 - Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis). Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.

3 - Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis). Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.

2 - Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue. Uses appropriate and relevant content to develop and explore ideas through most of the work.

1 - Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious. Uses appropriate and relevant content to develop simple ideas in some parts of the work.

0 - No appreciable attempt to engage in critical thinking skills demonstrated.

### **Outcome Criterion**

60% of the students will demonstrate a passable level of competence in their research paper.

### **Strategic Plan Relationship/General Education Goal**

## Enhance Learning

### 5.1.3 Academic Success, 5.3.5 Distance Education

This outcome relates to students' ability to engage in communication, as developing ideas, crafting readable, grammatically and mechanically correct sentences, and writing with an operational awareness of audience expectations.

This outcome relates to students' ability to engage in critical thinking, as generating theses, finding relevant and accurate support for said theses, evaluating counterclaims and counter-support, and synthesizing various perspectives.

### **Outcome Results**

Students composed a research-based critical paper about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

Students wrote a research paper comparing the differing time periods, cultures, and/or literary elements found in which the students presented an argument and provide justification for their observations and where the grading of the essay will be based, at least in part, on the students' accuracy and/or depth of presentation. 60% of the students were to demonstrate a passable level of competence in their research paper. In this calendar year, 90.90% demonstrated a level of competence in their research papers.

### **Outcome Distance Learning Results**

Students composed a research-based critical paper about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

Students wrote a research paper comparing the differing time periods, cultures, and/or literary elements found in which the students presented an argument and provide justification for their observations and where the grading of the essay will be based, at least in part, on the students' accuracy and/or depth of presentation. 60% of the students were to demonstrate a passable level of competence in their research paper. In this calendar year, 90.90% demonstrated a level of competence in their research papers.

### **Planned Improvement as an Outcome Result**

No changes are to be made. The students demonstrated a 30.90% higher competence level than expected.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes are to be made. The students demonstrated a 30.90% higher competence level than expected.

## \*ENGL 2333 Survey of World Literature II Education

**Plan Period:** FY15

**Outcome ID#:** 7634

### **Outcome Description**

Students will analyze emotional, psychological, moral, and political issues which appear in English literature.

### **Outcome Strategy**

In discussions and journal entries, students will evaluate themselves as learners/readers and identify how their own life experiences and personal issues compare with those presented to them in the literature and what lessons the literature may teach them about their own lives and world.

### **Outcome Method**

Research papers will be collected from each student near the end of the semester and will be evaluated for social responsibility according to the following rubric:

- 4 ? Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.
- 3 ? Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures
- 2 ? Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.
- 1 ? Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures
- 0 ? No appreciable attempt to engage in social responsibility demonstrated.

Research papers will be collected from each student near the end of the semester and will be evaluated for personal responsibility according to the following rubric:

- 4 ? Students use correctly all of the following: information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
- 3 ? Students use correctly three of the following: information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
- 2 ? Students use correctly two of the following: information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
- 1 ? Students use correctly one of the following: information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
- 0 ? No attempt to assume personal responsibility demonstrated.

### **Outcome Criterion**

60% of the students will demonstrate a passable level of competence in their research paper.

### **Strategic Plan Relationship/General Education Goal**

## Enhance Learning

### 5.1.3 Academic Success, 5.3.5 Distance Education

This outcome relates to students' ability to engage in social responsibility, as demonstrating understanding of other cultures and perspectives and applying those perspectives to new situations.

This outcome relates to students' ability to demonstrate personal responsibility, as handling source materials in keeping with legal and ethical bounds.

### **Outcome Results**

Students analyzed emotional, psychological, moral, and political issues which appear in English literature. In discussions and journal entries, students evaluated themselves as learners/readers and identify how their own life experiences and personal issues compare with those presented to them in the literature and what lessons the literature may teach them about their own lives and world. 60% of the students were to demonstrate a passable level of competence in their discussions and journal entries. In this calendar year, 90.90% demonstrated a level of competence.

### **Outcome Distance Learning Results**

Students analyzed emotional, psychological, moral, and political issues which appear in English literature. In discussions and journal entries, students evaluated themselves as learners/readers and identify how their own life experiences and personal issues compare with those presented to them in the literature and what lessons the literature may teach them about their own lives and world. 60% of the students were to demonstrate a passable level of competence in their discussions and journal entries. In this calendar year, 90.90% demonstrated a level of competence.

### **Planned Improvement as an Outcome Result**

No changes are to be made. The students demonstrated a 30.90% higher competence level than expected.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes are to be made. The students demonstrated a 30.90% higher competence level than expected.



# \*GOVT 2305 US Government and Constitution Education

**Plan Period:** FY15

**Outcome ID#:** 7753

## **Outcome Description**

The student will be able to explain the development of constitutional democracy in the United States.

## **Outcome Strategy**

Students will use new academic knowledge to apply fundamental principles of constitutional democracy in the U.S. to current real world settings. Students will contribute their opinions and concerns about community, state, or national issues as they relate to constitutional principles. They will compare and contrast the evolution and changes in constitutional interpretation. Students will accomplish this through political in-class discussions, journals, discussion questions, essays, and /or presentations.

## **Outcome Method**

The following rubric will be used to assess the core objectives of CM, CT, SR, and PR.

CM:

Exemplary - (30 points) no misspelled words; well-constructed sentences with good grammar; no format errors (font size, margins, meets minimum length requirements, cover page, due date, etc.)

Acceptable - (24 points) no more than 3 spelling errors; no more than 3 grammar or structure errors; no more than 1 format error (font size, margins, meets minimum length requirements, cover page, due date, etc.)

Inadequate - (6 points) more than 3 spelling errors; more than 3 grammar or structural errors; more than 1 format error (font, size, margins, meets minimum length requirements, cover page, due date, etc.)

Not attempted - (0 points) not completed

PR:

Exemplary (40 points) registration to vote; 95% attendance, meets assignment deadlines 100 percent of time

Acceptable (30 points) two of the above

Inadequate (10 points) one of the above

Not attempted (0 points) none of the above

SR:

Exemplary (30 points) community service, attend and/or review minutes of public meetings, gather information on public official

Acceptable (20 points) two of the above

Inadequate (10 points) one of the above

Not attempted (0 points) none of the above

## **Outcome Criterion**

60% of students will demonstrate an acceptable or exemplary rating when documenting their class discussions, journals, discussion questions, essays, and/or presentations.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

CT - This outcome directly relates to students' ability to engage in class discussions, journals, discussion questions, essays, and/or presentation. This will include creative thinking, innovation, inquiry and analysis, evaluation, and synthesis.

CM - This outcome directly relates to students' ability to engage in communication skills in class discussions, journals, discussion questions, essays, and/or presentation. This will include effective development, interpretation, and expression of ideas through written, oral, and visual communication.

SR - This outcome directly relates to students' ability to engage in social responsibility in class discussions, journals, discussion questions, essays, and/or presentation in intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

PR - This outcome directly relates to students' ability to engage in personal responsibility through class discussions, journals, discussion questions, essays, and/or presentations. This will include the ability to connect

choices, actions, and consequences to ethical decision-making.

### **Outcome Results**

None of the objectives were met in the face classes with communication scoring 52%, critical thinking 46%, personal responsibility 49%, and social responsibility 45%.

### **Outcome Distance Learning Results**

All of the objectives were met in the distance courses offered with communication scoring 76%, critical thinking 80%, personal responsibility 90% and social responsibility 82%.

### **Planned Improvement as an Outcome Result**

The government faculty will all get together before the Fall 2015 semester and determine why none of the objectives were met and make plans to meet those goals. This will entail why there was such a difference between Federal and Texas government and Distance courses and what can be done.

### **Planned Distance Learning Improvement as an Outcome Result**

Since this was the first year for the new rubrics and all were met it was determined that they should be repeated to insure reliability in the instrument. More time will be spent in the filling out of reporting forms as well. There will also be more attention paid to raising the percentages in to the seventy range if possible.

# \*GOVT 2306 Texas Government and Constitution Education

**Plan Period:** FY15

**Outcome ID#:** 7754

## **Outcome Description**

Students will explain the origin and development of the Texas Constitution.

## **Outcome Strategy**

### Implementation Strategy

Students will use new academic knowledge to apply fundamental principles of constitutional democracy in the U.S. to current real world settings. Students will contribute their opinions and concerns about community, state, or national issues as they relate to constitutional principles. They will compare and contrast the evolution and changes in constitutional interpretation. Students will accomplish this through political in-class discussions, journals, discussion questions, essays, and /or presentations.

## **Outcome Method**

### Assessment Method

The following rubric will be used to assess the core objectives of CM, CT, SR, and PR.

CM:

Exemplary - (30 points) no misspelled words; well-constructed sentences with good grammar; no format errors (font size, margins, meets minimum length requirements, cover page, due date, etc.)

Acceptable - (24 points) no more than 3 spelling errors; no more than 3 grammar or structure errors; no more than 1 format error (font size, margins, meets minimum length requirements, cover page, due date, etc.)

Inadequate - (6 points) more than 3 spelling errors; more than 3 grammar or structural errors; more than 1 format error (font, size, margins, meets minimum length requirements, cover page, due date, etc.)

Not attempted - (0 points) not completed

PR:

Exemplary (40 points) registration to vote; 95% attendance, meets assignment deadlines 100 percent of time

Acceptable (30 points) two of the above

Inadequate (10 points) one of the above Not

attempted (0 points) none of the above

SR:

Exemplary (30 points) community service, attend and/or review minutes of public meetings, gather information on public official

Acceptable (20 points) two of the above

Inadequate (10 points) one of the above Not

attempted (0 points) none of the above

## **Outcome Criterion**

60% of students will demonstrate an acceptable or exemplary rating when documenting their class discussions, journals, discussion questions, essays, and/or presentations.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

CT - This outcome directly relates to students' ability to engage in class discussions, journals, discussion questions, essays, and/or presentation. This will include creative thinking, innovation, inquiry and analysis, evaluation, and synthesis.

CM - This outcome directly relates to students' ability to engage in communication skills in class discussions, journals, discussion questions, essays, and/or presentation. This will include effective development, interpretation, and expression of ideas through written, oral, and visual communication.

SR - This outcome directly relates to students' ability to engage in social responsibility in class discussions, journals, discussion questions, essays, and/or presentation in intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

PR - This outcome directly relates to students' ability to engage in personal responsibility through class discussions, journals, discussion questions, essays, and/or presentations. This will include the ability to connect choices, actions, and consequences to ethical decision-making.

### **Outcome Results**

Data revealed that all 4 of the core objectives were met. 75% scored 60% or better on communication, 68% on critical thinking, 72% on personal responsibility, and 72% on social responsibility. Some instructors seemed to be confused on some of the rubrics or said they didn't have them in time. Even with this the objectives were met.

### **Outcome Distance Learning Results**

Data revealed that the first three objectives were met with 68 to 73%. The objective of social responsibility failed with only 35% having 15 out of 25 points. One class didn't participate in this one at all and probably affected this greatly.

### **Planned Improvement as an Outcome Result**

Since this was the first year for the new rubrics and all were met it was determined that they should be repeated to insure reliability in the instrument. More time will be spent in the filling out of reporting forms as well.

### **Planned Distance Learning Improvement as an Outcome Result**

The last objective will be discussed as to how this came be improved and the objective met. Otherwise the objectives will be replicated to ensure reliability.

# \*HIST 1301 United States History to 1877 Education

**Plan Period:** FY15

**Outcome ID#:** 7742

## **Outcome Description**

STUDENTS WILL BE ABLE TO CREATE AN ARGUMENT THROUGH THE USE OF HISTORICAL EVIDENCE. THEIR ARGUMENT WILL ANALYZE AND INTERPRET SECONDARY SOURCES AND CONNECT THEIR REASONING TO THE EFFECTS OF SOCIAL, POLITICAL, ECONOMIC, CULTURAL, AND GLOBAL FORCES FROM AMERICAN HISTORY.

## **Outcome Strategy**

STUDENTS WILL WRITE AN ESSAY THAT EXAMINES A PARTICULAR HISTORICAL PROBLEM AND WRITING PROMPT. THEIR WORK WILL ANALYZE BOTH PRIMARY AND SECONDARY SOURCES AND EXPRESS A SPECIFIC POINT OF VIEW WHICH INCLUDES A DISCUSSION OF CIVIC RESPONSIBILITY AND ETHICAL DECISIONS THAT INFLUENCED THE COURSE OF EVENTS FROM THE PERIOD.

## **Outcome Method**

THE WRITTEN WORK OF STUDENTS WILL BE EVALUATED BY A RUBRIC THAT CONTAINS SPECIFIC CRITERIA FOR DEMONSTRATING PROFICIENCY SKILLS IN THE FOLLOWING FOUR DOMAINS: CRITICAL THINKING, COMMUNICATION, SOCIAL RESPONSIBILITY, AND PERSONAL RESPONSIBILITY. THE FOLLOWING RUBRIC WILL APPLY:

Critical Thinking Skills (CT) - to Include creative thinking, Innovation, Inquiry, analysis, evaluation and synthesis of information.

- 0 examples of creative thinking, innovation, inquiry, analysis, evaluation and synthesis - (0 Pts)
- 1 example of creative thinking, innovation, inquiry, analysis, evaluation and synthesis - (5 points)
- 2 examples of creative thinking, innovation, inquiry, analysis, evaluation and synthesis - (10points)
- 3 examples of creative thinking, innovation, inquiry, analysis, evaluation and synthesis - (15 points)
- 4 examples of creative thinking, innovation, Inquiry, analysis, evaluation and synthesis - (20 points)
- 5 or more examples of creative thinking, innovation, inquiry, analysis, evaluation and synthesis - (25 points)

Communication Skills (CM)- to Include effective development, Interpretation and expression of Ideas through written, oral and visual communication

- 30 or more words misspelled, punctuation errors, sentence fragments, etc. -(0 points)
- 25 words misspelled, punctuation errors, sentence fragments, etc. - (5 points)
- 20 words misspelled, punctuation errors, sentence fragments ,etc. - (10 points)
- 15 words misspelled, punctuation errors, sentence fragments, etc. - (15 points)
- 10 words misspelled, punctuation errors, sentence fragments, etc. - (20 points)
- 5 or less words misspelled, punctuation1 errors, sentence fragments, etc. - (25points)

Social Responsibility (SR)- to Include Intercultural competence, knowledge of civil responsibility, and the ability to engage effectively In regional, national, and global communities

Inadequate- No evidence or examples of intercultural or gender competences; no mention of justification or support for the

statements provided, ETC. 5 points)

Acceptable- Provides 1?2 examples or evidence of intercultural or gender competences; adequately justifies the argument with minimum support (6-15 points)

Exemplary- More than 2 examples or evidence of Intercultural or gender competences; stimulates additional thought; effectively and thoroughly justifies argument (16-25 points)

Personal Responsibility -to include the ability to connect choices, actions, and consequences to ethical decision-making

statements provided -  
(5 points)

Acceptable/Identifies 1-2 examples or evidence of ethical considerations; adequately justifies the argument with minimum support (6-15 points)

Exemplary- More than 2 examples or evidence of ethical considerations; stimulates additional thought;effectively and thoroughly justifies argument (16-25 points)

### **Outcome Criterion**

STUDENT MASTERY OF THE OUTCOMES WILL BE EVIDENCED WHEN 60% OF THOSE STUDENTS ASSESSED ACHIEVE A SCORE OF 50 OR GREATER ON THE FACULTY - DEVELOPED RUBRIC.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

THIS OUTCOME DIRECTLY RELATES TO THE FOUR CORE OBJECTIVES IN THE FOLLOWING MANNER. CRITICAL THINKING SKILLS WILL BE USED TO ANALYZE WRITTEN WORK AND CREATE A HISTORICAL ARGUMENT. COMMUNICATION SKILLS ARE SELF-EVIDENT SINCE THE LEARNING OUTCOME ASKS STUDENTS TO DEVELOP A WRITTEN EXPRESSION OF IDEAS. SOCIAL RESPONSIBILITY AND PERSONAL RESPONSIBILITY WILL BE DEMONSTRATED THROUGH THE ABILITY OF STUDENTS TO CONNECT HISTORICAL DECISIONS TO BOTH ETHICAL AND CIVIC RESPONSIBILITIES, VALUES, AND ALTERNATIVES.

### **Outcome Results**

Data revealed that all 4 of the core objectives were met. 71% scored 60% or better on communication, 61% on critical thinking, 76% on personal responsibility, and 79% on social responsibility. Some instructors seemed to be confused on some of the rubrics or said they didn't have them in time. Even with this the objectives were met.

### **Outcome Distance Learning Results**

The data for Distance education classes revealed that all 4 objectives were met but only in the 605 range which was lower than in face to face classes. There was also better participation in this area with adjuncts.

### **Planned Improvement as an Outcome Result**

Since this was the first year for the new rubrics and all were met it was determined that they should be repeated to insure reliability in the instrument. More time will be spent in the filling out of reporting forms as well.

### **Planned Distance Learning Improvement as an Outcome Result**

Since this was the first year for the new rubrics and all were met it was determined that they should be repeated to insure reliability in the instrument. More time will be spent in the filling out of reporting forms as well. There will also be more attention paid to raising the percentages in to the seventy range if possible.

# \*HIST 1302 United States History from 1877 Education

**Plan Period:** FY15

**Outcome ID#:** 7743

## **Outcome Description**

STUDENTS WILL BE ABLE TO CREATE AN ARGUMENT THROUGH THE USE OF HISTORICAL EVIDENCE. THEIR ARGUMENT WILL ANALYZE AND INTERPRET SECONDARY SOURCES AND CONNECT THEIR REASONING TO THE EFFECTS OF SOCIAL, POLITICAL, ECONOMIC, CULTURAL, AND GLOBAL FORCES FROM AMERICAN HISTORY.

## **Outcome Strategy**

STUDENTS WILL WRITE AN ESSAY THAT EXAMINES A PARTICULAR HISTORICAL PROBLEM AND WRITING PROMPT. THEIR WORK WILL ANALYZE BOTH PRIMARY AND SECONDARY SOURCES AND EXPRESS A SPECIFIC POINT OF VIEW WHICH INCLUDES A DISCUSSION OF CIVIC RESPONSIBILITY AND ETHICAL DECISIONS THAT INFLUENCED THE COURSE OF EVENTS FROM THE PERIOD.

## **Outcome Method**

THE WRITTEN WORK OF STUDENTS WILL BE EVALUATED BY A RUBRIC THAT CONTAINS SPECIFIC CRITERIA FOR DEMONSTRATING PROFICIENCY SKILLS IN THE FOLLOWING FOUR DOMAINS: CRITICAL THINKING, COMMUNICATION, SOCIAL RESPONSIBILITY, AND PERSONAL RESPONSIBILITY. THE FOLLOWING RUBRIC WILL APPLY:

Critical Thinking Skills (CT) - to Include creative thinking, Innovation, Inquiry, analysis, evaluation and synthesis of information.

- 0 examples of creative thinking, innovation, inquiry, analysis, evaluation and synthesis - (0 Pts)
- 1 example of creative thinking, innovation, inquiry, analysis, evaluation and synthesis - (5 points)
- 2 examples of creative thinking, innovation, inquiry, analysis, evaluation and synthesis - (10points)
- 3 examples of creative thinking, innovation, inquiry, analysis, evaluation and synthesis - (15 points)
- 4 examples of creative thinking, innovation, Inquiry, analysis, evaluation and synthesis - (20 points)
- 5 or more examples of creative thinking, innovation, inquiry, analysis, evaluation and synthesis - (25 points)

Communication Skills (CM)- to Include effective development, Interpretation and expression of Ideas through written, oral and visual communication

- 30 or more words misspelled, punctuation errors, sentence fragments, etc. -(0 points)
- 25 words misspelled, punctuation errors, sentence fragments, etc. - (5 points)
- 20 words misspelled, punctuation errors, sentence fragments, etc. - (10 points)
- 15 words misspelled, punctuation errors, sentence fragments, etc. - (15 points)
- 10 words misspelled, punctuation errors, sentence fragments, etc. - (20 points)
- 5 or less words misspelled, punctuation errors, sentence fragments, etc. - (25points)

Social Responsibility (SR)- to Include Intercultural competence, knowledge of civil responsibility, and the ability to engage effectively In regional, national, and global communities

Inadequate- No evidence or examples of intercultural or gender competences; no mention of justification or support for the

statements provided, ETC. 5 points)

Acceptable- Provides 1-2 examples or evidence of intercultural or gender competences; adequately justifies the argument with minimum support (6-15 points)

Exemplary- More than 2 examples or evidence of Intercultural or gender competences; stimulates additional thought; effectively and thoroughly justifies argument (16-25 points)

Personal Responsibility -to include the ability to connect choices, actions, and consequences to ethical decision-making

Inadequate/No evidence or examples of ethical considerations; no mention of justification or support for the

statements provided -  
(5 points)

Acceptable/Identifies 1-2 examples or evidence of ethical considerations; adequately justifies the argument with minimum support (6-15 points)

Exemplary- More than 2 examples or evidence of ethical considerations; stimulates additional thought;effectively and thoroughly justifies argument (16-25 points)

### **Outcome Criterion**

STUDENT MASTERY OF THE OUTCOMES WILL BE EVIDENCED WHEN 60% OF THOSE STUDENTS ASSESSED ACHIEVE A SCORE OF 50 OR GREATER ON THE FACULTY - DEVELOPED RUBRIC.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

THIS OUTCOME DIRECTLY RELATES TO THE FOUR CORE OBJECTIVES IN THE FOLLOWING MANNER. CRITICAL THINKING SKILLS WILL BE USED TO ANALYZE WRITTEN WORK AND CREATE A HISTORICAL ARGUMENT. COMMUNICATION SKILLS ARE SELF-EVIDENT SINCE THE LEARNING OUTCOME ASKS STUDENTS TO DEVELOP A WRITTEN EXPRESSION OF IDEAS. SOCIAL RESPONSIBILITY AND PERSONAL RESPONSIBILITY WILL BE DEMONSTRATED THROUGH THE ABILITY OF STUDENTS TO CONNECT HISTORICAL DECISIONS TO BOTH ETHICAL AND CIVIC RESPONSIBILITIES, VALUES, AND ALTERNATIVES.

### **Outcome Results**

Data Summary -- Analysis & Evaluation

Data revealed that all 4 of the core objectives were met. 68% scored 60% or better on communication, 81% on critical thinking, 78% on personal responsibility, and 75% on social responsibility. Some instructors seemed to be confused on some of the rubrics or said they didn't have them in time. Even with this the objectives were met.

### **Outcome Distance Learning Results**

The data for Distance education classes revealed that all 4 objectives were met but only in the 605 range on the first two objectives which was lower than in face to face classes but in the 70% and 72% range in the last two. There was also better participation in this area with adjuncts.

### **Planned Improvement as an Outcome Result**

Since this was the first year for the new rubrics and all were met it was determined that they should be repeated to insure reliability in the instrument. More time will be spent in the filling out of reporting forms as well.

### **Planned Distance Learning Improvement as an Outcome Result**

Since this was the first year for the new rubrics and all were met it was determined that they should be repeated to insure reliability in the instrument. More time will be spent in the filling out of reporting forms as well.



# \*HUMA 1301 Introduction to Humanities Education

**Plan Period:** FY15

**Outcome ID#:** 7603

## **Outcome Description**

1. Students will gain understanding of the ways in which the Humanities engage, express, and inform diverse human experiences, situated within distinctive social, cultural, and historical settings, through the analysis and interpretation of works of art, religion, philosophy, and literature, selected from a variety of world cultures and apply multiple theoretical, critical, and analytical perspectives to the study of history, the arts, and the humanities, in order to interpret and appreciate the humanistic traditions of diverse cultures and peoples.
2. Students will communicate understanding of the major concept of “darkness” and “light” in relation to learning and the arts and provide concrete examples of this concept..

## **Outcome Strategy**

Lectures, videos, class discussions, and outside readings will be used to expose students to the ways in which the Humanities engage, express, and inform diverse human experiences, situated within distinctive social, cultural, and historical settings, through the analysis and interpretation of works of art, religion, philosophy, and literature, selected from a variety of world cultures and to landmarks of the human experience that exemplify “dark” and “light” eras in the human experience

## **Outcome Method**

1. Assessment of student learning will take various forms, through multiple kinds of assignments that are appropriate to the methods of the discipline and the topics being studied.
2. All students will be assessed of their understanding of the concept of “dark” and “light” in relation to the arts and the humanities. An essay question will be included in the final exam to assess each student’s ability to communicate their comprehension of this concept. The essay question will graded on a rubric based on a 3.0 scale. Expected results for this baseline use of the outcome are an average of 2.0 for Comprehension/Critical Thinking and 2.0 for Written Communication Skills.

## **Outcome Criterion**

75% of all students will have a rating of “meets expectations” on the scoring rubric for Comprehension and Critical Thinking and a rating of “meets expectations” on the scoring rubric for Written Communication Skills.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

This outcome directly relates to Critical Thinking and Communication skills by requiring students to analyze, evaluate, and synthesis a major concept in the course material and then clearly express their understanding in written format.

## **Outcome Results**

Lectures, videos, class discussions, and outside readings were used to expose students to the ways in which the Humanities engage, express, and inform diverse human experiences, situated within distinctive social, cultural, and historical settings, through the analysis and interpretation of works of art, religion, philosophy, and literature, selected from a variety of world cultures and to landmarks of the human experience that exemplify “dark” and “light” eras in the human experience. 82.75% demonstrated success in this area.

## **Outcome Distance Learning Results**

Lectures, videos, class discussions, and outside readings were used to expose students to the ways in which the Humanities engage, express, and inform diverse human experiences, situated within distinctive social, cultural, and historical settings, through the analysis and interpretation of works of art, religion, philosophy, and literature, selected from a variety of world cultures and to landmarks of the human experience that exemplify “dark” and “light” eras in the human experience. 82.75% demonstrated success in this area.

**Planned Improvement as an Outcome Result**

All reports will distinguish between distance and face to face classes for FY16.

**Planned Distance Learning Improvement as an Outcome Result**

All reports will distinguish between distance and face to face classes for FY16.

# \*MATH 1314 College Algebra Education

**Plan Period:** FY15

**Outcome ID#:** 7604

## **Outcome Description**

Students should recognize and apply polynomial, rational, radical, exponential and logarithmic functions and solve related equations. (Course Learning Objective 2)

## **Outcome Strategy**

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully solve this variety of equations.

## **Outcome Method**

All Math 1314 instructors will include on a test or tests a block of questions asking students to solve quadratic equations and radical equations. Students will be deemed successful at the Core Objective of Communication if they earn 60% of the points allotted to this skill.

## **Outcome Criterion**

65% of a sampling of Math 1314 students will demonstrate success at communicating their ability to solve quadratic equations and radical equations by earning at least 60% of the points allotted to this topic on the test.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

Communication Skills - To include effective development, interpretation and expression of ideas through written, oral and visual communication.

This outcome directly relates to students' ability to communicate their logical and mechanically correct analysis and findings in writing.

## **Outcome Results**

546 students were assessed. 73.3% were successful. We exceeded our goal. The only math faculty who did not report results were embedded adjunct faculty teaching concurrent classes at some high schools in our service area. However 9 sections of such classes were reported.

## **Outcome Distance Learning Results**

68 students were assessed. 77.9% were successful. We exceeded our goal. All online faculty reported results.

## **Planned Improvement as an Outcome Result**

No changes are planned. Embedded concurrent high school/college instructors will be encouraged to report results.

## **Planned Distance Learning Improvement as an Outcome Result**

No changes are planned.

# \*MATH 1314 College Algebra Education

**Plan Period:** FY15

**Outcome ID#:** 7607

## **Outcome Description**

Students should recognize and apply polynomial, rational, radical, exponential and logarithmic functions and solve related equations. (Course Learning Objective 2)

## **Outcome Strategy**

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully solve this variety of equations.

## **Outcome Method**

All Math 1314 instructors will include on a test or tests a block of questions asking students to solve quadratic equations and radical equations. Students will be deemed successful at the Core Objective of Critical Thinking if they earn 60% of the points allotted to this skill.

## **Outcome Criterion**

55% of a sampling of Math 1314 students will demonstrate success at solving quadratic equations and radical equations using critical thinking skills to apply new and older principles to the solutions of the problems and to make connections between solving these equations and solving linear equations and literal equations.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

Critical Thinking Skills - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

This outcome directly relates to students' ability to engage in critical thinking by solving the equations and providing complete justification for their solutions through analyzing the equations and/or graphs of functions involved. They will also apply principles for solving linear equations within the solution of the quadratic and radical equations and connect the different kinds of solutions.

## **Outcome Results**

546 students were assessed. 72.7% were successful. We exceeded our goal. All campuses except some high schools offering concurrent classes with embedded high school faculty as our instructors did report.

## **Outcome Distance Learning Results**

68 students were assessed. 77.9% were successful. We exceeded our goal

## **Planned Improvement as an Outcome Result**

No changes are planned.

## **Planned Distance Learning Improvement as an Outcome Result**

No changes are planned. Embedded high school/college faculty will be encouraged to report data.

# \*MATH 1314 College Algebra Education

**Plan Period:** FY15

**Outcome ID#:** 7608

## **Outcome Description**

Students should recognize and apply polynomial, rational, radical, exponential and logarithmic functions and solve related equations. (Course Learning Objective 2)

## **Outcome Strategy**

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully solve this variety of equations.

## **Outcome Method**

All Math 1314 instructors will include on a test or tests a block of questions asking students to solve quadratic equations and radical equations. Students will be deemed successful at the Core Objective of Empirical and Quantitative Skill if they earn 55% of the points allotted to this skill.

## **Outcome Criterion**

60% of a sampling of Math 1314 students will demonstrate success at using empirical and quantitative skills to solve quadratic equations and radical equations by earning at least 55% of the points allotted to this topic on the test.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

Empirical and Quantitative Skills - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

Students will be expected to demonstrate empirical and quantitative skills by solving problems, giving the details of how it was solved (including all of the steps completed to arrive at the solution), and identifying essential information for solving the problem.

## **Outcome Results**

546 students were assessed. 73.4% were successful. We met our goal. Some high school/college embedded faculty did not report. All other campuses were represented.

## **Outcome Distance Learning Results**

68 students were assessed. 77.9% were successful. We met our goal.

## **Planned Improvement as an Outcome Result**

No changes are planned except that high school/college embedded faculty will be encouraged to report data.

## **Planned Distance Learning Improvement as an Outcome Result**

No changes are planned.

## \*MATH 1324 Math for Business I Education

**Plan Period:** FY15

**Outcome ID#:** 7711

### **Outcome Description**

Students should be able to apply basic matrix operations, including linear programming methods, to solve application problems.

### **Outcome Strategy**

Lectures, class discussions, examples, and homework assignments requiring written solutions to problems and justifications for those solutions step-by-step will be used to teach students to successfully solve these application problems.

### **Outcome Method**

All Math 1324 instructors will include on a test or tests a block of questions asking students to solve application problems involving matrix operations and linear programming methods. Students will be deemed successful at this skill if they earn: Communication - 60% of the points allotted to this skill.

Empirical and Quantitative - 55% of the points allotted to this skill.

Critical Thinking - 50% of the points allotted to this skill.

### **Outcome Criterion**

Communication 65% of a sampling of Math 1324 students will demonstrate success at communicating their ability to solve application problems, including linear programming methods and basic matrix operations by earning at least 60% of the points allotted to this topic on the test. Student's work will be graded upon each student's written step-by-step justification (choices of pivots/row operations).

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

Communication Skills - To include effective development, interpretation and expression of ideas through written, oral and visual communication.

This outcome directly relates to students' ability to engage in critical thinking by analyzing application problems and then effectively develop and interpret that information in order to communicate their findings in writing. In the course of this work students will also be expected to demonstrate empirical and quantitative skills including modeling of written problems and then solving them with matrices.

### **Outcome Results**

85 students were assessed. 74.1% were successful. We exceeded our goal. All Math 1324 instructors reported.

### **Outcome Distance Learning Results**

28 students were assessed. 60.7% were successful. This did meet our goal but the result was significantly less than the overall success rate. The only Math 1324 online instructor reported.

### **Planned Improvement as an Outcome Result**

No changes are planned other than to raise our standards.

### **Planned Distance Learning Improvement as an Outcome Result**

We will try this outcome again next year. This result from only one online section is not definitive.

# \*MATH 1324 Math for Business I Education

**Plan Period:** FY15

**Outcome ID#:** 7712

## **Outcome Description**

Students should be able to apply basic matrix operations, including linear programming methods, to solve application problems.

Critical Thinking - 50% of the points allotted to this skill.

## **Outcome Strategy**

Lectures, class discussions, examples, and homework assignments requiring written solutions to problems and justifications for those solutions step-by-step will be used to teach students to successfully solve these application problems.

## **Outcome Method**

All Math 1324 instructors will include on a test or tests a block of questions asking students to solve application problems involving matrix operations and linear programming methods. Students will be deemed successful at this skill if they earn:

Empirical and Quantitative - 55% of the points allotted to this skill.

## **Outcome Criterion**

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

This outcome directly relates to students' ability to engage in critical thinking by analyzing application problems and then effectively develop and interpret that information in order to communicate their findings in writing. In the course of this work students will also be expected to demonstrate empirical and quantitative skills including modeling of written problems and then solving them with matrices.

## **Outcome Results**

85 students were assessed. 71.8% were successful. We exceeded our goal.

## **Outcome Distance Learning Results**

28 online students were assessed. 60.7% were successful. This did meet our goal, but the result was significantly lower than the overall success rate.

## **Planned Improvement as an Outcome Result**

No changes are planned other than to raise our standards.

## **Planned Distance Learning Improvement as an Outcome Result**

We will try this outcome again. One section cannot give definitive results.

# \*MATH 1324 Math for Business I Education

**Plan Period:** FY15

**Outcome ID#:** 7713

## **Outcome Description**

Students should be able to apply basic matrix operations, including linear programming methods, to solve application problems.

## **Outcome Strategy**

Lectures, class discussions, examples, and homework assignments requiring written solutions to problems and justifications for those solutions step-by-step will be used to teach students to successfully solve these application problems.

## **Outcome Method**

All Math 1324 instructors will include on a test or tests a block of questions asking students to solve application problems involving matrix operations and linear programming methods. Students will be deemed successful at this skill if they earn: Critical Thinking - 50% of the points allotted to this skill.

## **Outcome Criterion**

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

This outcome directly relates to students' ability to engage in critical thinking by analyzing application problems and then effectively develop and interpret that information in order to communicate their findings in writing. In the course of this work students will also be expected to demonstrate empirical and quantitative skills including modeling of written problems and then solving them with matrices.

## **Outcome Results**

85 students were assessed. 71.8% were successful. This exceeded our goal.

## **Outcome Distance Learning Results**

28 students were assessed. 60.7% were successful. This met our goal, but results were significantly lower than the overall success rate.

## **Planned Improvement as an Outcome Result**

No changes are planned other than to raise our standards.

## **Planned Distance Learning Improvement as an Outcome Result**

No changes are indicated, but we do plan to raise our standards and re-evaluate this outcome again.



# \*MATH 1342 Introduction to Statistics Education

**Plan Period:** FY15

**Outcome ID#:** 7600

## **Outcome Description**

Students should recognize, examine, and interpret the basic principles of describing and presenting data. (Course Learning Objective 2)

## **Outcome Strategy**

Lectures, class discussions, examples, and homework assignments (online and/or paper) will be used to teach students to successfully recognize, examine, and interpret the basic principles of describing and presenting data.

## **Outcome Method**

All Math 1342 instructors will include at least five questions on the Final Exam (or other tests) to evaluate students' ability to recognize, examine, and interpret the basic principles of describing and presenting data. Students will be deemed successful at the CORE Objective of communication if they earn 60% of the points allotted to this skill.

## **Outcome Criterion**

At least 65% of a sampling of Math 1342 students will demonstrate success at communicating their ability to recognize, examine, and interpret the basic principles of describing and presenting data by earning at least 60% of the points allotted to this topic on the assessment used.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

Communication Skills - To include effective development, interpretation and expression of ideas through written, oral and visual communication.

This outcome directly relates to students' ability to effectively recognize, examine, and interpret the basic principles of data in order to communicate their findings in writing.

## **Outcome Results**

214 students were assessed. 89.7% of students assessed were successful. That exceeded our goal. All campuses which offer Math 1342 were represented.

## **Outcome Distance Learning Results**

39 online students were assessed. 76.9% of students assessed were successful. That exceeded our goal.

## **Planned Improvement as an Outcome Result**

No changes are planned - other than to raise our standards.

## **Planned Distance Learning Improvement as an Outcome Result**

No changes are planned - other than to raise our standards.

# \*MATH 1342 Introduction to Statistics Education

**Plan Period:** FY15

**Outcome ID#:** 7601

## **Outcome Description**

Students should recognize, examine, and interpret the basic principles of describing and presenting data. (Course Learning Objective 2)

## **Outcome Strategy**

Lectures, class discussions, examples, and homework assignments (online and/or paper) will be used to teach students to successfully recognize, examine, and interpret the basic principles of describing and presenting data.

## **Outcome Method**

All Math 1342 instructors will include at least five questions on the Final Exam (or other tests) to evaluate students' ability to recognize, examine, and interpret the basic principles of describing and presenting data. Students will be deemed successful at the CORE Objective of Critical Thinking if they earn 50% of the points allotted to this skill.

## **Outcome Criterion**

At least 55% of a sampling of Math 1342 students will demonstrate success at using critical thinking to recognize, examine, and interpret the basic principles of describing and presenting data by earning at least 50% of the points allotted to this topic on the assessment used.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

Critical Thinking Skills - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

This outcome directly relates to students' ability to engage in critical thinking by analyzing and interpreting data.

## **Outcome Results**

214 students were assessed. 89.3% were successful. We exceeded our goal. All campuses which offer Math 1342 were represented.

## **Outcome Distance Learning Results**

39 students were assessed. 76.9% were successful. We exceeded our goal.

## **Planned Improvement as an Outcome Result**

No changes except to raise our standards are expected.

## **Planned Distance Learning Improvement as an Outcome Result**

No changes except to raise our standards are expected.

# \*MATH 1342 Introduction to Statistics Education

**Plan Period:** FY15

**Outcome ID#:** 7602

## **Outcome Description**

Students should recognize, examine, and interpret the basic principles of describing and presenting data. (Course Learning Objective 2)

## **Outcome Strategy**

Lectures, class discussions, examples, and homework assignments (online and/or paper) will be used to teach students to successfully recognize, examine, and interpret the basic principles of describing and presenting data.

## **Outcome Method**

All Math 1342 instructors will include at least five questions on the Final Exam (or other tests) to evaluate students' ability to recognize, examine, and interpret the basic principles of describing and presenting data. Students will be deemed successful at the CORE Objective of Empirical and Quantitative reasoning if they earn 50% of the points allotted to this skill.

## **Outcome Criterion**

At least 55% of a sampling of Math 1342 students will demonstrate success at demonstrating their ability to recognize, examine, and interpret the basic principles of describing and presenting data by earning at least 50% of the points allotted to this topic on the assessment used.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

Empirical and Quantitative Skills - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

In the course of their work, students will be expected to demonstrate empirical and quantitative skills by manipulating and analyzing numerical data to calculate measures of central tendency and variation.

## **Outcome Results**

214 students were assessed. 89.3% were successful. We exceeded our goal. All campuses which offer Math 1342 were represented.

## **Outcome Distance Learning Results**

39 students were assessed. 76.9% were successful. We exceeded our goal.

## **Planned Improvement as an Outcome Result**

No changes except to raise our standards are expected.

## **Planned Distance Learning Improvement as an Outcome Result**

No changes except to raise our standards are expected.

## \*MATH 2312 Precalculus Education

**Plan Period:** FY15

**Outcome ID#:** 7714

### **Outcome Description**

Recognize and apply algebraic and transcendental functions and solve related equations.

### **Outcome Strategy**

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully solve this variety of equations.

### **Outcome Method**

A test or tests requiring written solutions of algebraic and transcendental function equations will be administered and scored upon each student's written step-by-step justification for his/her solution, upon the logic of the written work, and upon the mechanics of a correct solution, the organization apparent in the solution, and the connection of the written work to the assigned problem. Principles will be applied to several different situations. Students will need to choose among several approaches and to relate new material to older established mathematical methods. Successful students will score 60% of the points allotted to critical thinking in this type of problems.

### **Outcome Criterion**

At least 60% of students tested will successfully score 60% of the points allotted to critical thinking in solving these equations.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

CT1 - Learning activity requires students to produce a written paper.

CT2 - Learning activity requires students to solve a problem and provide justification for their solution.

CT# - Learning activity requires students to apply several principles to new situations.

### **Outcome Results**

65 students were assessed. 83.1% were successful. We exceeded our goal. All campuses which offer Math 2312 were represented including one concurrent high school/college section. All instructors responded.

### **Outcome Distance Learning Results**

24 students were assessed. 66.7% were successful. We exceeded our goal. One online section was assessed in Fall 2014 and two in Spring 2015.

### **Planned Improvement as an Outcome Result**

No changes are planned other than to raise our standards on this outcome.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes are planned other than to raise our standards on this outcome.

# \*MATH 2312 Precalculus Education

**Plan Period:** FY15

**Outcome ID#:** 7715

## **Outcome Description**

Recognize and apply algebraic and transcendental functions and solve related equations.

## **Outcome Strategy**

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully solve this variety of equations.

## **Outcome Method**

A test or tests requiring written solutions of algebraic and transcendental function equations will be administered and scored upon each student's written step-by-step justification for his/her solution, upon the logic of the written work, and upon the mechanics of a correct solution, the organization apparent in the solution, and the connection of the written work to the assigned problem. Principles will be applied to several different situations. Students will need to choose among several approaches and to relate new material to older established mathematical methods. Successful students will score 60% of the points allotted to communication in this type of problems.

## **Outcome Criterion**

At least 60% of students tested will successfully score 60% of the points allotted to communication in solving these equations.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

COM1- Learning activity requires students to complete a written presentation and assesses the mechanics of the presentation (proper mathematical language/process).

COM3 - Learning activity requires students to complete a written presentation and measures the connection of content with the main topic of the presentation.

COM4 - Learning activity requires students to complete a written presentation and assess the logic of the presentation.

COM5 - Learning activity requires students to complete a written presentation and assesses the accuracy and/or depth of content of the presentation.

## **Outcome Results**

65 students were assessed. 80% were successful. We exceeded our goal. All campuses which offer Math 2312 were represented including one high school/college section.

## **Outcome Distance Learning Results**

24 students were assessed. 66.7% were successful. We exceeded our goal.

## **Planned Improvement as an Outcome Result**

No changes other than raising our success standards for this outcome are planned.

## **Planned Distance Learning Improvement as an Outcome Result**

No changes other than raising our success standards for this outcome are planned.

# \*MATH 2312 Precalculus Education

**Plan Period:** FY15

**Outcome ID#:** 7716

## **Outcome Description**

Recognize and apply algebraic and transcendental functions and solve related equations.

## **Outcome Strategy**

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully solve this variety of equations.

## **Outcome Method**

A test or tests requiring written solutions of algebraic and transcendental function equations will be administered and scored upon each student's written step-by-step justification for his/her solution, upon the logic of the written work, and upon the mechanics of a correct solution, the organization apparent in the solution, and the connection of the written work to the assigned problem. Principles will be applied to several different situations. Students will need to choose among several approaches and to relate new material to older established mathematical methods. Successful students will score 60% of the points allotted to empirical and quantitative skills in this type of problems.

## **Outcome Criterion**

At least 60% of students tested will successfully score 60% of the points allotted to empirical and quantitative skills in solving these equations.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

EQS 1 - Learning activity requires students to solve a problem.

EQS 2 - Learning activity requires students to provide explanations detailing how a problem is solved including all of the steps completed to arrive at the solution.

EQS 3 - Learning activity requires students to identify essential information for solving a problem.

EQS 4 - Learning activity requires students to use quantitative measures to make informed decisions regarding significance of the data.

EQS 5 - Learning activity requires students to reach a conclusion based upon the problem being solved.

## **Outcome Results**

65 students were assessed, representing all campuses which offer Math 2312, including one high school/college section. 76.9% were successful. We exceeded our goal.

## **Outcome Distance Learning Results**

24 students were assessed. 66.7% were successful. We exceeded our goal.

## **Planned Improvement as an Outcome Result**

No changes other than raising our standards for success are planned.

## **Planned Distance Learning Improvement as an Outcome Result**

No changes other than raising our standards for success are planned.

# \*MUSI 1306 Music Appreciation Education

**Plan Period:** FY15

**Outcome ID#:** 7767

## **Outcome Description**

The arts are vital components of a society's culture, health, and vigor. Therefore, it is essential whenever cultural events are available in a community that those events be attended by a broad spectrum of the community's citizens. Attendance at the events demonstrates active social responsibility because it ensures that such activities can continue to be offered in the future. Therefore, students will be encouraged to attend one outside musical event during the semester. Students will be required to write a critique of the event, exercising both their critical thinking and writing skills. The critique will include a supported opinion of the performance.

## **Outcome Strategy**

Students will be exposed to a variety of music genres, styles, as well as composers in the musical concert, and they will submit a written critique of the musical performance they attend.

## **Outcome Method**

Students critique of a musical performance will be assessed using a rubric with a score range from 0-5, with 5 being highest. A score will be assigned to the following elements:

SR: Attendance at the cultural event

COMM: Written report that reveals students' ability to express themselves in writing using collegiate-level writing skills

CT: Written report that reveals students' ability to effectively support an opinion of the performance

## **Outcome Criterion**

The following criterion are based on the students who submit a critique:

SR: 100 % of the students will rate 5 on the social responsibility portion of the rubric due to their attendance of the musical performance

COMM: 75 % of the students will demonstrate a minimum rating of 4 on the communication portion of the rubric, based on effective application of writing skills in the report

CT: 75 % of the students will demonstrate a minimum rating of 4 on the critical thinking portion of the rubric, based on their ability to support their opinion of the performance

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

Critical Thinking Students will be required to think creatively by researching and applying the language of music in an analysis of various pieces of music from various time periods, genres, and composers. They must synthesize the data in order to draw conclusions about each work.

Communication Students will be expected to effectively development, interpret, and express their ideas through written communication in their critique.

Social Responsibility Students will be provided the opportunity to enhance their intercultural competence as they explore various musical works and employ their civic responsibility to participate in opportunities to engage in their community's fine arts offerings.

## **Outcome Results**

The following criterion are based on the f2f students who submitted a critique:

SR: Goal was that 100 % of the students would rate 5 on the social responsibility portion of the rubric  
Ninety-six percent were successful in achieving this goal.

COMM: Goal was that 75 % of the students would demonstrate a minimum rating of 4 on the communication portion of the rubric  
Seventy-five percent were successful in achieving this goal.

CT: Goal was that 75 % of the students would demonstrate a minimum rating of 4 on the critical thinking portion of the rubric  
Ninety percent were successful in achieving this goal.

### **Outcome Distance Learning Results**

The following criterion are based on the distance students who submitted a critique:

SR: Goal was that 100 % of the students would rate 5 on the social responsibility portion of the rubric  
One hundred percent were successful in achieving this goal.

COMM: Goal was that 75 % of the students would demonstrate a minimum rating of 4 on the communication portion of the rubric  
Ninety-one percent were successful in achieving this goal.

CT: Goal was that 75 % of the students would demonstrate a minimum rating of 4 on the critical thinking portion of the rubric  
Ninety-one percent were successful in achieving this goal.

### **Planned Improvement as an Outcome Result**

Overall, students were successful in achieving these goals. Except for personal tweaking, no changes are warranted at this time.

### **Planned Distance Learning Improvement as an Outcome Result**

Overall, students were successful in achieving these goals. Except for personal tweaking, no changes are warranted at this time.



# \*MUSI 1306 Music Appreciation Education

**Plan Period:** FY15

**Outcome ID#:** 7768

## **Outcome Description**

Students will demonstrate an understanding of the elements of teamwork by participating in a group to fulfill an assignment that stems from their understanding of musical historical contexts, genres, terminology, and components.

## **Outcome Strategy**

Students will work together in a group setting to explore and analyze pieces of music based on the various elements explored in class.

## **Outcome Method**

Student's participation in the group assignment will be assessed using a rubric and peer evaluation. The components of the rubric will evaluate their participation in and commitment to fulfilling the group's goals.

## **Outcome Criterion**

Students who participate in the group activity will score the following on the teamwork element of the scoring rubric:

Teamwork- 80% will score at least 70% of the available points for this element

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

Teamwork- Students must be able to consider different points of view as they evaluate each other's perspectives and application of musical elements discovered through class discussion as they work together to achieve the group's goal of analyzing a particular piece of music.

## **Outcome Results**

F2f students who participate in the group activity will score the following on the teamwork element of the scoring rubric:

Teamwork- Goal was that 80% would score at least 70% of the available points for this element  
Ninety-two percent successfully achieved this goal.

## **Outcome Distance Learning Results**

Distance students who participate in the group activity will score the following on the teamwork element of the scoring rubric:

Teamwork- Goal was that 80% would score at least 70% of the available points for this element  
One hundred percent successfully achieved this goal.

## **Planned Improvement as an Outcome Result**

No significant changes are being considered at this time.

## **Planned Distance Learning Improvement as an Outcome Result**

No significant changes are being considered at this time.

## \*PHYS 1417 Physical Science II Education

**Plan Period:** FY15

**Outcome ID#:** 7675

### **Outcome Description**

The student will apply scientific theories to analyze data and report their results.

### **Outcome Strategy**

The students will work in small groups (TW) to carry out or conduct an experiment applying theory from the textbook or lecture (CT) and evaluate the reasonableness of their results (EQ). An oral or written presentation (CM) will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed.

### **Outcome Method**

Experimental reports will be used to evaluate the successful completion of the core objective. The assessment will be accomplished from the relevant section of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT, EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core objective to be compared across all classes. Successful completion is achieving a score of 60%.

### **Outcome Criterion**

At least 60% of students evaluated will attain mastery of the measured core objective.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

Critical Thinking Skills - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

CT1, CT2, CT3 are all applicable.

### **Outcome Results**

60 students, representing all Fall 2014 sections and 3 Spring 2015 sections of Phys 1417, were assessed. 88.3% of these were successful at the CORE Objective of Critical Thinking. We exceeded our goal.

### **Outcome Distance Learning Results**

25 students, representing two online sections of Phys 1417 from 2 campuses, were assessed. 88% were successful at the CORE Objective of Critical Thinking. We exceeded our goal.

### **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

## \*PHYS 1417 Physical Science II Education

**Plan Period:** FY15

**Outcome ID#:** 7676

### **Outcome Description**

The student will apply scientific theories to analyze data and report their results.

### **Outcome Strategy**

The students will work in small groups (TW) to carry out or conduct an experiment applying theory from the textbook or lecture (CT) and evaluate the reasonableness of their results (EQ). An oral or written presentation (CM) will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed.

### **Outcome Method**

Experimental reports will be used to evaluate the successful completion of the core objective. The assessment will be accomplished from the relevant section of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT, EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core objective to be compared across all classes. Successful completion is achieving a score of 60%.

### **Outcome Criterion**

At least 60% of students evaluated will attain mastery of the measured core objective.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

Communication Skills - To include effective development, interpretation and expression of ideas through written, oral and visual communication.

COM 5 is applicable.

### **Outcome Results**

60 students, representing all Fall 2014 sections and 3 Spring 2015 sections of Phys 1417, were assessed. 95% of these were successful at the CORE Objective of Communication. We exceeded our goal.

### **Outcome Distance Learning Results**

25 students, representing two online sections of Phys 1417 from 2 campuses, were assessed. 100% were successful at the CORE Objective of Communication. We exceeded our goal.

### **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

## \*PHYS 1417 Physical Science II Education

**Plan Period:** FY15

**Outcome ID#:** 7677

### **Outcome Description**

The student will apply scientific theories to analyze data and report their results.

### **Outcome Strategy**

The students will work in small groups (TW) to carry out or conduct an experiment applying theory from the textbook or lecture (CT) and evaluate the reasonableness of their results (EQ). An oral or written presentation (CM) will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed.

### **Outcome Method**

Experimental reports will be used to evaluate the successful completion of the core objective. The assessment will be accomplished from the relevant section of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT, EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core objective to be compared across all classes. Successful completion is achieving a score of 60%.

### **Outcome Criterion**

At least 60% of students evaluated will attain mastery of the measured core objective.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

Empirical and Quantitative Skills - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

EQ1 and EQ3 are applicable.

### **Outcome Results**

60 students, representing all Fall 2014 sections and 3 Spring 2015 sections of Phys 1417, were assessed. 88.3% of these were successful at the CORE Objective of Empirical & Quantitative Reasoning. We exceeded our goal.

### **Outcome Distance Learning Results**

25 students, representing two online sections of Phys 1417 from 2 campuses, were assessed. 84% were successful at the CORE Objective of Empirical & Quantitative Reasoning. We exceeded our goal.

### **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

## \*PHYS 1417 Physical Science II Education

**Plan Period:** FY15

**Outcome ID#:** 7678

### **Outcome Description**

The student will apply scientific theories to analyze data and report their results.

### **Outcome Strategy**

The students will work in small groups (TW) to carry out or conduct an experiment applying theory from the textbook or lecture (CT) and evaluate the reasonableness of their results (EQ). An oral or written presentation (CM) will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed.

### **Outcome Method**

Experimental reports will be used to evaluate the successful completion of the core objective. The assessment will be accomplished from the relevant section of the lab report. The instructor will assess the report based on achieving the objective, data analysis (CT, EQ), format (CM), and/or group participation (TW). The instructor will then assign a normalized numerical score for the core objective to be compared across all classes. Successful completion is achieving a score of 60%.

### **Outcome Criterion**

At least 60% of students evaluated will attain mastery of the measured core objective.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

Teamwork - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

TW 2 is applicable.

### **Outcome Results**

60 students, representing all Fall 2014 sections and 3 Spring 2015 sections of Phys 1417, were assessed. 96.7% of these were successful at the CORE Objective of Teamwork. We exceeded our goal.

### **Outcome Distance Learning Results**

25 students, representing two online sections of Phys 1417 from 2 campuses, were assessed. 92% were successful at the CORE Objective of Teamwork. We exceeded our goal.

### **Planned Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

### **Planned Distance Learning Improvement as an Outcome Result**

No changes, other than raising our standard for success, are planned.

## \*PSYC 1100 Freshman Orientation

**Plan Period:** FY15

**Outcome ID#:** 8034

### **Outcome Description**

DURING THE TIME OF TRANSITION TO THE F14 THECB CORE CURRICULUM, TVCC REALIZED THAT EDUC/PSY 1100 WAS NOT A VIABLE CURRICULAR OFFERING FOR OUR STUDENTS. AFTER IT WAS APPROVED BY THECB, THE CURRICULUM AND INSTRUCTION COMMITTEE FOR TVCC RECOGNIZED THE NEED TO PROPOSE A 3 HOUR VERSION OF EDUC/PSY 1300 FOR APPROVAL BY THE THECB BEGINNING F15. CONSEQUENTLY, LEAP ASSESSMENT DATA WAS NOT COLLECTED FOR THIS COURSE AS ITS OFFERING WAS LIMITED TO A VERRY FEW STUDENTS COMPLETING THEIR ACADEMIC APPEALS PROBATION.

### **Outcome Strategy**

### **Outcome Method**

### **Outcome Criterion**

### **Strategic Plan Relationship/General Education Goal**

### **Outcome Results**

Because of the confusion listed in the outcome description the leaps were never developed by the new instructors but they will have them ready for the 15-16 year.

### **Outcome Distance Learning Results**

### **Planned Improvement as an Outcome Result**

### **Planned Distance Learning Improvement as an Outcome Result**

# \*PSYC 2301 General Psychology Education

**Plan Period:** FY15

**Outcome ID#:** 7744

## **Outcome Description**

Students will describe the prominent perspectives and approaches used in the study of psychology.

## **Outcome Strategy**

Students will identify and research a case involving tragedy resulting from the acts of a person suggested to be psychologically disturbed. Using a biopsychosocial approach, the student will consider causation of the subject's behavior from a minimum of three complementary psychological perspectives.

## **Outcome Method**

An In-class assessment will be utilized at the conclusion of the study of psychological perspectives. Students will be required to apply the biopsychosocial approach, demonstrating an understanding of the various complementary perspectives in the field of psychology. Each student will be evaluated for critical thinking as determined by the following common rubric:

**SUPERIOR** - Clear understanding & application of the biopsychosocial approach; No misinformation or misuse of terms; Effectively justifies arguments for 3 perspectives with appropriate examples  
**EXCELLENT**- Clear understanding & application of the biopsychosocial approach; Only one term misused; Effectively justifies arguments for 2 perspectives with appropriate examples

**FAIR**- Adequate understanding & application of the biopsychosocial approach; No more than 2 terms misused; Adequately justifies 2 perspectives with weaker examples

**POOR**- Poor understanding of the biopsychosocial approach; More than 5 terms misused; inability to apply theoretical concepts

A written report will be collected from each student at the conclusion of the study of psychological perspectives and will be evaluated for communication using the following common rubric: **SUPERIOR**- No misspelled words; Well-constructed sentences; good grammar; No format errors

**EXCELLENT**- No more than 2 spelling errors; No more than 2 grammar or construction errors; No more than 1 format error

**FAIR**- No more than 5 spelling errors; No more than 5 grammar or construction errors; No more than 2 format errors

**POOR**- More than 5 spelling errors; More than 5 grammar or construction errors; More than 5 format errors

A written report will be collected from each student at the conclusion of the study of psychological perspectives and will be evaluated for social responsibility using the following common rubric: **SUPERIOR** - Clearly identifies community factors which contribute to disorders; Identifies multiple resources/services; Offers 3 clear examples for improvement of services

**EXCELLENT**- Clearly identifies community factors which contribute to disorders; Identifies multiple resources/services; Offers 2 clear examples for improvement of services

**FAIR**- Clearly identifies community factors which contribute to disorders; Identifies only two resources/services; Offers 1 clear example for improvement of services

**POOR**- Vague description of community factors which contribute to disorders; Identifies only 1 resource; Provides no examples for improvement of services

## **Outcome Criterion**

70% of the students will demonstrate a **SUPERIOR** or **EXCELLENT** rating when demonstrating their understanding and application of the prominent perspectives and approaches used in the study of psychology in the critical thinking objective.

70% of the students will demonstrate a **SUPERIOR** or **EXCELLENT** rating when demonstrating their understanding and application of the prominent perspectives and approaches used in the study of psychology in the communication objective.

70% of the students will demonstrate a SUPERIOR or EXCELLENT rating when demonstrating their understanding and application of the prominent perspectives and approaches used in the study of psychology in the social responsibility objective.

### **Strategic Plan Relationship/General Education Goal**

#### Enhance Learning

##### 5.1.3 Academic Success, 5.3.5 Distance Education

This outcome directly relates to students' ability to engage in critical thinking through the generation of alternative explanations for determining the causation of behavior and mental processes. Application of the biopsychosocial approach requires students to establish connections and provide justification between biological, psychological and social-cultural influences typified in the 7 major theoretical perspectives through the demonstration of innovation, evaluation and synthesis strategies.

This outcome directly relates to students' ability to engage in communication skills. The documentation of research and relevant findings requires the student to effectively develop, interpret and express ideas utilizing written communication.

This outcome directly relates to students' ability demonstrate social responsibility through the demonstration of civic responsibility and community engagement as they identify possible causative factors for the presentation of psychological disorders within the community, evaluate available resources and provide suggestions for improvement of said resources.

### **Outcome Results**

Two out of the 4 objectives were met. 66% scored 60% or more on the critical thinking objective and 625 on the empirical and quantitative skills. 42% scored 60% or better on social responsibility and communication. Numerous meetings were held in the Fall and Spring semesters as well as one immediately after the Spring semester ended to determine new strategies.

### **Outcome Distance Learning Results**

1 of the four objectives was met in distance classes. 60% scored at least 24 out of 30 on the EQS objective. Only 47 scored 24 or better on communication, 58% on critical thinking and 55% on social responsibility.

### **Planned Improvement as an Outcome Result**

Since a large percent of the objectives were not met then these will be repeated for the 15-16. The instructors will again meet to iron out details they feel may have contributed to this.

### **Planned Distance Learning Improvement as an Outcome Result**

Since a large percent of the objectives were not met then these will be repeated for the 15-16. The instructors will again meet to iron out details they feel may have contributed to this.



# \*PSYC 2301 General Psychology Education

**Plan Period:** FY15

**Outcome ID#:** 7745

## **Outcome Description**

Students will identify research methods and their characteristics used in the scientific study of psychology.

## **Outcome Strategy**

Utilizing a standardized departmental measure, students will be able to identify types of research methodology, the steps and components of experimental design and the process of random sampling. Students will be required to differentiate between positive and negative correlations and consider results to confirm or deny a given hypothesis.

## **Outcome Method**

Upon completion of the study of scientific methodology, all students will be evaluated for empirical and quantitative skills as measured by a standardized department measure with a performance scale of 0 - 100%.

## **Outcome Criterion**

70% of all students will respond correctly to 70% or more of the questions on the standardized departmental measure in the empirical and quantitative objective.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

This outcome, through the use of an objective measure, directly relates to students' ability to demonstrate empirical and quantitative skills including the analysis of numerical data and the use of observable facts to develop informed conclusions as they distinguish between descriptive, correlational and experimental methods of research; demonstrate an understanding of the steps involved in experimental design; understand the manipulation of independent and dependent variables to determine cause and effect and the process of random sampling; engage in the analysis of results to confirm or deny a given hypothesis and determine positive and negative correlations.

## **Outcome Results**

This objective was met with 75 % of the students completing over 70% of the questions.

## **Outcome Distance Learning Results**

This objective was met with 72% of the students meeting over 70% of the questions.

## **Planned Improvement as an Outcome Result**

These will be repeated since it is the first time to be used

## **Planned Distance Learning Improvement as an Outcome Result**

These will be repeated since it is the first time to be used,

# \*PSYC 2314 Human Growth and Development Education

**Plan Period:** FY15

**Outcome ID#:** 7746

## **Outcome Description**

Students will engage in the discussion of the various causes or reasons for disturbances in the developmental process.

## **Outcome Strategy**

Students will prepare a life review project utilizing an interview process. The subject's life experiences will be documented in a narrative/biographical format. Relating knowledge gained in the classroom to real life experiences, students will interpret and apply findings to Erik Erikson's Psychosocial Theory of Personality presenting arguments supporting a positive or negative outcome of each crisis considered.

## **Outcome Method**

An in-class assessment will be utilized at the conclusion of the study of Erik Erikson's Psychosocial Theory of Personality. Students will be required to demonstrate an understanding of the various causes or reasons for disturbances in the developmental process as suggested by this crisis theory through the analysis, evaluation and synthesis of information. Each student will be evaluated for critical thinking as determined by the following common rubric:

**SUPERIOR**- Clear understanding & application of theoretical approach; No misinformation or misuse of terms; Analysis of 4 crises is clear and justified with multiple egs.

**EXCELLENT**- Clear understanding & application of theoretical approach; No more than one term misused; Analysis of 3 crises is clear and justified with multiple egs.

**FAIR**- Adequate understanding & application of theoretical approach; No more than 2 terms misused; Analysis of theory lacks support with only 2 crises addressed.

**POOR**- Poor understanding of theoretical approach; More than 5 terms misused; inability to apply theoretical concepts to more than 1 crisis.

A written report will be collected from each student at the conclusion of the study of Erik Erikson's Psychosocial Theory of Personality and will be evaluated for communication using the following common rubric:

**SUPERIOR**- No misspelled words; Well-constructed sentences; good grammar; No format errors

**EXCELLENT**- No more than 2 spelling errors; No more than 2 grammar or construction errors; No more than 1 format error

**FAIR**- No more than 5 spelling errors; No more than 5 grammar or structure errors; No more than 2 format errors

**POOR**- More than 5 spelling errors; More than 5 grammar or structure errors; More than 5 format errors

A written report will be collected from each student at the conclusion of the study of Erik Erikson's Psychosocial Personality Theory and will be evaluated for social responsibility using the following common rubric:

**SUPERIOR**- Clearly identifies how parents, teachers & other role models can utilize the theory to promote positive psychosocial development with a minimum of 4 concrete examples provided

**EXCELLENT**- Clearly identifies how parents, teachers & other role models can utilize the theory to promote positive psychosocial development with a minimum of 3 concrete examples provided

**FAIR** - Clearly identifies how parents, teachers and other role models can utilize the theory to promote positive psychosocial development with a minimum of 2 concrete examples provided

**POOR** - Vague identification of how parents, teachers and other role models can utilize this theory to promote positive psychosocial development Only one concrete example provided.

## **Outcome Criterion**

70% of the students will demonstrate a SUPERIOR or EXCELLENT rating when demonstrating an understanding of

the various causes or reasons for disturbances in the developmental process in the critical thinking objective.

70% of the students will demonstrate a SUPERIOR or EXCELLENT rating when demonstrating an understanding of the various causes or reasons for disturbances in the developmental process in the communication objective.

70% of the students will demonstrate a SUPERIOR or EXCELLENT rating when demonstrating an understanding of the various causes or reasons for disturbances in the developmental process in the social responsibility objective.

### **Strategic Plan Relationship/General Education Goal**

#### Enhance Learning

##### 5.1.3 Academic Success, 5.3.5 Distance Education

This outcome directly relates to students' ability to engage in critical thinking through the generation of alternative explanations for determining the causation of disturbances in the developmental process.

Application of this theoretical approach requires students to establish connections between influences and provide justification of arguments supporting positive and negative crises outcomes through the demonstration of innovation, evaluation and synthesis strategies.

This outcome directly relates to students' ability to engage in communication skills. The documentation of research and relevant findings requires the student to effectively develop, interpret and express ideas utilizing written communication.

This outcome directly relates to students' ability to demonstrate social responsibility through the demonstration of civic responsibility and community engagement in the consideration of innovative suggestions for parents, teachers and other role models to promote positive psychosocial development.

### **Outcome Results**

1 of the four objectives was met in distance classes. 77% scored at least 24 out of 30 on the critical thinking objective. Only 58 scored 24 or better on communication, 56% on critical thinking and 57% on social responsibility.

### **Outcome Distance Learning Results**

3 out of 4 of the objectives were achieved with only communication scoring 55% making 24 or better out of 30. 71% did so on critical thinking, 63% on ESQ, and 66% on social responsibility.

### **Planned Improvement as an Outcome Result**

Since this was the first year for the new rubrics and all were met it was determined that they should be repeated to insure reliability in the instrument. More time will be spent in the filling out of reporting forms as well. More attention will also be paid to raising the scores into the 70% range.

### **Planned Distance Learning Improvement as an Outcome Result**

#### Changes as a Result of Evaluation -Distance Learning

Since this was the first year for the new rubrics and all were met it was determined that they should be repeated to insure reliability in the instrument. More time will be spent in the filling out of reporting forms as well. More attention will also be paid to raising the scores into the 70% range.

# \*PSYC 2314 Human Growth and Development Education

**Plan Period:** FY15

**Outcome ID#:** 7747

## **Outcome Description**

Students will identify research methods and their characteristics used in the scientific study of psychology.

## **Outcome Strategy**

Utilizing a standardized departmental measure, students will be able to identify types of research methodology, the steps and components of experimental design and the process of random sampling. Students will be required to differentiate between positive and negative correlations and consider results to confirm or deny a given hypothesis.

## **Outcome Method**

Upon completion of the study of scientific methodology, all students will be evaluated for empirical and quantitative skills as measured by a standardized department measure with a performance scale of 0- 100%.

## **Outcome Criterion**

70% of all the students will respond correctly to 70% or more of the objective questions on the standardized departmental measure in the empirical and quantitative objective.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

This outcome through the use of an objective measure, directly relates to students' ability to demonstrate empirical and quantitative skills including the analysis of numerical data and the use of observable facts to develop informed conclusions as they distinguish between descriptive, correlational and experimental methods of research; demonstrate an understanding of the steps involved in experimental design; understand the manipulation of independent and dependent variables to determine cause and effect and the process of random sampling; engage in the analysis of results to confirm or deny a given hypothesis and determine positive and negative correlations.

## **Outcome Results**

This objective was met with 75 % of the students completing over 70% of the questions.

## **Outcome Distance Learning Results**

This objective was met with 72 % of the students completing over 70% of the questions.

## **Planned Improvement as an Outcome Result**

Since this was the first year for the new rubrics and all were met it was determined that they should be repeated to insure reliability in the instrument. More time will be spent in the filling out of reporting forms as well. More attention will also be paid to raising the scores into the 70% range.

## **Planned Distance Learning Improvement as an Outcome Result**

Since this was the first year for the new rubrics and all were met it was determined that they should be repeated to insure reliability in the instrument. More time will be spent in the filling out of reporting forms as well. More attention will also be paid to raising the scores into the 70% range.

# \*SOC1 1301 Introduction to Sociology Education

**Plan Period:** FY15

**Outcome ID#:** 7645

## **Outcome Description**

Students will identify the various methodological approaches to the collection and analysis of data in sociology. (SLO #2)

## **Outcome Strategy**

Students will conduct research in the field by carrying out a set of behaviors, writing the results, analyzing the data, and drawing conclusions upon their findings.

## **Outcome Method**

A written report will be collected from each student at the end of our study on methodology and data collection and will be evaluated for critical thinking application using the following scale:

Exemplary Makes substantial contribution; stimulates additional thought; effectively and thoroughly justifies argument

Acceptable Makes substantial contribution; adequately justifies the argument with minimal support

Inadequate Vague report without evidence of significant effort; no mention of justification or support for the statements provided

A written report will be collected from each student at the end of our study on methodology and data collection and will be evaluated for communication using the following scale:

Exemplary No misspelled words; well-constructed sentences with good grammar; No format errors

Acceptable No more than 2 spelling errors; no more than 2 grammatical or structural errors; No more than 1 format error

Inadequate More than 2 spelling errors; more than 2 grammatical or structural errors; more than 1 format error

A written report will be collected from each student at the end of our study on methodology and data collection and will be evaluated for empirical and quantitative skills using the following scale:

Exemplary Analysis of collected data is appropriate and accurate and no inaccurate information or misuse of terms

Acceptable Analysis of collected data is appropriate and largely accurate with misuse of no more than 1 data term or concept

Inadequate Analysis of the collected data is inaccurate or not relative or more than 1 concept or data term is

## **Outcome Criterion**

70 % of the students will demonstrate an exemplary or acceptable rating when documenting their analysis of the data and providing conclusions of their findings in the critical thinking objective

70 % of the students will demonstrate an exemplary or acceptable rating when documenting their analysis of the data and providing conclusions of their findings in the communication objective

70 % of the students will demonstrate an exemplary or acceptable rating when documenting their analysis of the data and providing conclusions of their findings in the empirical and quantitative skills

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

This outcome directly relates to students ability to engage in critical thinking, as conducting research, collecting data and generating conclusions about the data requires the student to demonstrate innovation, evaluation, and synthesis strategies.

This outcome directly relates to students ability to engage in communication skills, as documenting the conducted research and relevant findings involves effective development, interpretation and expression of ideas using written communication.

This outcome directly relates to students ability to engage in empirical and quantitative skills, as conducting research, collecting data and generating conclusions about the data requires the student to manipulate and analyze numerical data of observable facts.

### **Outcome Results**

Data revealed that all 4 of the core objectives were met. 73% scored 60% or better on communication, 66% on critical thinking, 77% on personal responsibility, and 75% on social responsibility. The critical objective was a little surprising considering the other 3 were in the 70's but it still met the objectives.

### **Outcome Distance Learning Results**

Data revealed that all 4 of the core objectives were met. 77% scored 60% or better on communication, 74% on critical thinking, 78% on personal responsibility, and 68% on social responsibility. Again social responsibility was a little surprising but was met.

### **Planned Improvement as an Outcome Result**

Since this was the first year for the new rubrics and all were met it was determined that they should be repeated to insure reliability in the instrument. More time will be spent in the filling out of reporting forms as well.

### **Planned Distance Learning Improvement as an Outcome Result**

Since this was the first year for the new rubrics and all were met it was determined that they should be repeated to insure reliability in the instrument. More time will be spent in the filling out of reporting forms as well.

# \*SOC1 1301 Introduction to Sociology Education

**Plan Period:** FY15

**Outcome ID#:** 7646

## **Outcome Description**

Students will be able to describe key concepts used sociology.

## **Outcome Strategy**

Students will be required to attend a civic function, school board meeting, community activity or a state or national meeting about needs. A written report using proper grammatical usage will be submitted as well as a list of sociological terms used during the meeting. Power points over various cultural differences will be given to show real world differences.

## **Outcome Method**

A written report will be collected from each student at the end of our study and the attendance at a function and will be evaluated for communication using the following scale:

Exemplary - No misspelled words; well-constructed sentences with good grammar; no format errors

Acceptable- No more than 2 spelling errors; no more than 2 grammatical or structural errors; no more than 1 format error

Inadequate- More than 2 spelling errors; more than 2 grammatical or structural errors ; more than 1 format error

A written report will be collected from each student at the end of the function showing that they attended the function and found a list of words used in the meeting using the following scale:

Exemplary- More than 8 terms or concepts will be identified.

Acceptable - between 2 and 7 terms or concepts will be identified

Inadequate - Less than 2 terms or concepts will be identified

## **Outcome Criterion**

70% of the students will demonstrate an exemplary or acceptable rating when documenting their written report of the function that they attended in the communication objective.

70% of the students will score an exemplary or acceptable rating when documenting their written report of the attendance and listing of terms and concepts in the social responsibility objective.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

The outcome directly relates to the students ability to engage in communication skills as documenting the needs addressed in the function involves effective development, interpretation and expression of ideas using written communication.

The outcome directly relates to the students ability to attend and comprehend the terms and concepts of a sociological nature and to identify the needs of the function they attend.

## **Outcome Results**

The class met all 4 objectives with better than 70% rates but had less than 10 students and so it was easier to get them to do it.

## **Outcome Distance Learning Results**

Data revealed that all objectives were met with 60% or better with scores ranging from 63% to 70%. The first 2 were in the 605 range and the last 2 in the higher 60's to 70 range.

## **Planned Improvement as an Outcome Result**

Since this was the first year for the new rubrics and all were met it was determined that they should be repeated to insure reliability in the instrument. More time will be spent in the filling out of reporting forms as well. This face to face is offered only in the Spring semester and is usually less than 10 students so the data may not compare to a larger class. Since we are now doing all sociology this outcome will not be used next

### **Planned Distance Learning Improvement as an Outcome Result**

Since this was the first year for the new rubrics and all were met it was determined that they should be repeated to insure reliability in the instrument. More time will be spent in the filling out of reporting forms as well.



# \*SOCI 1306 Contemporary Social Problems Education

**Plan Period:** FY15

**Outcome ID#:** 7647

## **Outcome Description**

Students will be able to discuss how solutions to social problems are often contentious due to diverse values in society.

## **Outcome Strategy**

Students will attend a civic, school, community, state or national meeting or a court case involving topics which has diverse opinions and attitudes among the participants. Historical research on a past problem could be done individually or in groups using proper research techniques and then have oral discussions to present the evidence found.

## **Outcome Method**

### Assessment Method

A group written report will be collected from students assigned to a group at the end of the historical research and will be evaluated for critical thinking application using the following scale:

Exemplary - Makes substantial contribution; stimulates additional thought; effectively and thoroughly justifies argument

Acceptable - Makes substantial contribution; adequately justifies the argument with minimal support

Inadequate - Vague report without evidence of significant effort; no mention of justification or support for the statements provided

A group written report will be collected from students assigned to a group at the end of gathering historical data and will be evaluated for communication using the following scale:

Exemplary - No misspelled words; well-constructed sentences with good grammar; No format errors

Acceptable - No more than 2 spelling errors; no more than 2 grammatical or structural errors; No more than 1 format error

Inadequate - More than 2 spelling errors; more than 2 grammatical or structural errors; more than 1 format error

A group written report will be collected from students assigned to a group at the end of gathering historical data and will be evaluated for empirical and quantitative skills using the following scale:

Exemplary - Analysis of collected data is appropriate and accurate and no inaccurate information or misuse of terms

Acceptable - Analysis of collected data is appropriate and largely accurate with misuse of no more than 1 data term or concept

Inadequate - Analysis of the collected data is inaccurate or not relative or more than 1 concept

A group written report will be collected from student assigned to a group at the end of the function showing that they attended the function and found a list of words used in the meeting using the following scale:

Exemplary- More than 8 terms or concepts will be identified.

Acceptable - between 2 and 7 terms or concepts will be identified

Inadequate - Less than 2 terms or concepts will be identified.

## **Outcome Criterion**

### Criterion (Expected Outcome)

70 % of the students will demonstrate an exemplary or acceptable rating when documenting their analysis of the data and providing conclusions of their findings in the critical thinking objective

70 % of the students will demonstrate an exemplary or acceptable rating when documenting their analysis of the data and providing conclusions of their findings in the communication objective

70 % of the students will demonstrate an exemplary or acceptable rating when documenting their analysis of the

data and providing conclusions of their findings in the empirical and quantitative skills

70% of the students will demonstrate an exemplary or acceptable rating when documenting their analysis of the data and providing conclusions of their findings and in attending a function showing social responsibility.

### **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

This outcome directly relates to students ability to engage in critical thinking, as conducting research, collecting data and generating conclusions about the data requires the student to demonstrate innovation, evaluation, and synthesis strategies.

This outcome directly relates to students ability to engage in communication skills, as documenting the conducted research and relevant findings involves effective development, interpretation and expression of ideas using written communication.

This outcome directly relates to students ability to engage in empirical and quantitative skills, as conducting research, collecting data and generating conclusions about the data requires the student to manipulate and analyze numerical data of observable facts.

### **Outcome Results**

The data revealed that all objectives were met with scores in the 70's range. The number of students was less than 10 so it may not compare to a larger class.

### **Outcome Distance Learning Results**

Data revealed that all objectives were met with the first 2 in the lower 60's and the last 2 in the 68 to 70 range.

### **Planned Improvement as an Outcome Result**

Since this was the first year for the new rubrics and all were met it was determined that they should be repeated to insure reliability in the instrument. More time will be spent in the filling out of reporting forms as well. This class is only offered in the Spring semester and usually has less than 10 students which may not make it compare to larger classes.

### **Planned Distance Learning Improvement as an Outcome Result**

Since this was the first year for the new rubrics and all were met it was determined that they should be repeated to insure reliability in the instrument. More time will be spent in the filling out of reporting forms as well.

# \*SOC1 2301 Marriage and the Family Education

**Plan Period:** FY15

**Outcome ID#:** 7734

## **Outcome Description**

Students will be able to critically evaluate such issues as sexuality, partner choices, resolving marital issues, having and raising children, and combining work with family.

## **Outcome Strategy**

Students will pick a topic such as sexuality, partner choice, resolving marital issues, having and raising children, or combining work with family and use the internet to investigate historical information from which they will write a report using proper research techniques and grammatical usage and be graded on the rubrics.

## **Outcome Method**

### Assessment Method

A written report will be collected from each student at the end of our study on methodology and data collection and will be evaluated for critical thinking application using the following scale:

Exemplary - Makes substantial contribution; stimulates additional thought; effectively and thoroughly justifies argument

Acceptable - Makes substantial contribution; adequately justifies the argument with minimal support

Inadequate - Vague report without evidence of significant effort; no mention of justification or support for the statements provided

A written report will be collected from each student at the end of our study on methodology and data collection and will be evaluated for communication using the following scale:

Exemplary - No misspelled words; well-constructed sentences with good grammar; No format errors

Acceptable - No more than 2 spelling errors; no more than 2 grammatical or structural errors; No more than 1 format error

Inadequate - More than 2 spelling errors; more than 2 grammatical or structural errors; more than 1 format error

A written report will be collected from each student at the end of our study on methodology and data collection and will be evaluated for empirical and quantitative skills using the following scale:

Exemplary - Analysis of collected data is appropriate and accurate and no inaccurate information or misuse of terms

Acceptable - Analysis of collected data is appropriate and largely accurate with misuse of no more than 1 data term or concept

Inadequate - Analysis of the collected data is inaccurate or not relative or more than 1 concept or data term

## **Outcome Criterion**

65 % of the students will demonstrate an exemplary or acceptable rating when documenting their analysis of the data and providing conclusions of their findings in the critical thinking objective

65 % of the students will demonstrate an exemplary or acceptable rating when documenting their analysis of the data and providing conclusions of their findings in the communication objective

65 % of the students will demonstrate an exemplary or acceptable rating when documenting their analysis of the data and providing conclusions of their findings in the empirical and quantitative

## **Strategic Plan Relationship/General Education Goal**

### Enhance Learning

#### 5.1.3 Academic Success, 5.3.5 Distance Education

#### Narrative of the relationship to the Learning Initiative

This outcome directly relates to students ability to engage in critical thinking, as conducting research, collecting data and generating conclusions about the data requires the student to demonstrate innovation, evaluation, and synthesis strategies.

This outcome directly relates to students ability to engage in communication skills, as documenting the conducted research and relevant findings involves effective development, interpretation and expression of ideas using written communication.

This outcome directly relates to students ability to engage in empirical and quantitative skills, as conducting research, collecting data and generating conclusions about the data requires the student to manipulate and analyze numerical data of observable facts.

### **Outcome Results**

The data revealed that three of the 4 objectives were met with the first one reaching only 63 % instead of 65. The other three had 66% on critical thinking, 71% on responsibility and 70% on social responsibility. This is offered only in the Fall semester and numbers are sometimes low as it was in this year.

### **Outcome Distance Learning Results**

The data revealed that all 4 were met in the 66 to 72% range.

### **Planned Improvement as an Outcome Result**

Since this was the first year for the new rubrics and 3 of the 4 were met it was determined that they should be repeated to insure reliability in the instrument. More time will be spent in the filling out of reporting forms as well. This class is only offered in the Fall semester and usually has less than 10 students or no more than 15 which may not make it compare to larger classes.

### **Planned Distance Learning Improvement as an Outcome Result**

Since this was the first year for the new rubrics and all were met it was determined that they should be repeated to insure reliability in the instrument. More time will be spent in the filling out of reporting forms as well.

# \*SOC1 2301 Marriage and the Family Education

**Plan Period:** FY15

**Outcome ID#:** 7736

## **Outcome Description**

Students will describe some of the historical changes and current trends regarding the structural nature of the American family including the role of gender in relationships.

## **Outcome Strategy**

Students will do a written paper emphasizing proper grammatical usage and proper research techniques on either gender roles in relationships or current trends in the American family.

## **Outcome Method**

A written report will be collected from each student at the end of our study on gender relationships and family structure and will be evaluated for communication using the following scale:

Exemplary - No misspelled words; well-constructed sentences with good grammar; No format errors

Acceptable - No more than 2 spelling errors; no more than 2 grammatical or structural errors; No more than 1 format error

Inadequate - More than 2 spelling errors; more than 2 grammatical or structural errors; more than 1 format error

A written report will be collected from each student showing a list of words used in the research using the following scale:

Exemplary- More than 8 terms or concepts will be identified.

Acceptable - between 2 and 7 terms or concepts will be identified

Inadequate - Less than 2 terms or concepts will be identified.

## **Outcome Criterion**

65 % of the students will demonstrate an exemplary or acceptable rating when documenting their analysis of the data and providing conclusions of their findings in the social responsibility objective.

65 % of the students will demonstrate an exemplary or acceptable rating when documenting their analysis of the data and providing conclusions of their findings in the communication objective.

65 % of the students will demonstrate an exemplary or acceptable rating when documenting their analysis of the data and providing conclusions of their findings in the empirical and quantitative skills.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

This outcome directly relates to students ability to engage in social responsibility, as conducting research looking for sociological concepts and terms requires the student to demonstrate innovation, evaluation, and synthesis strategies.

This outcome directly relates to students ability to engage in communication skills, as documenting the conducted research and relevant findings involves effective development, interpretation and expression of ideas using written communication.

This outcome directly relates to students ability to engage in empirical and quantitative skills, as conducting research, collecting data and generating conclusions about the data requires the student to manipulate and analyze numerical data of observable facts.

## **Outcome Results**

## **Outcome Distance Learning Results**

### **Planned Improvement as an Outcome Result**

Since this was the first year for the new rubrics and all were met it was determined that they should be repeated to insure reliability in the instrument. More time will be spent in the filling out of reporting forms as well. This class is only offered in the Fall semester and usually has less than 10 students or not more than 15 which may not make it compare to larger classes. Since we are now doing all three courses this outcome will not be retained.

### **Planned Distance Learning Improvement as an Outcome Result**

Since this was the first year for the new rubrics and all were met it was determined that they should be repeated to insure reliability in the instrument. More time will be spent in the filling out of reporting forms as well. This class is only offered in the Fall and Spring semesters and usually has smaller numbers of students which may not make it compare to larger classes. This will not be retained for next year.

# \*SPAN 1411 Elementary Spanish I Education

**Plan Period:** FY15

**Outcome ID#:** 7605

## **Outcome Description**

1. Identify and discuss traditions, customs and values of the Hispanic world, and compare and contrast them with characteristics of their own culture.

## **Outcome Strategy**

Student groups will be assigned to particular nations in the Spanish language world, and they will discuss foods, traditions, and differences in cultures. Students will learn a song by a famous singer from each of the 5 countries studied in this course.

## **Outcome Method**

This outcome will be scored from 0 to 4 based upon a program assessment tool. The areas assessed will measure social responsibility, communication, critical thinking, and communication.

## **Outcome Criterion**

65% of all students will have a rating of 3 or better on the scoring rubric for Spanish 1411

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

This outcome directly relates to Critical Thinking and Communication skills by requiring students to analyze, evaluate, and synthesis a major concept in the course material and then clearly express their understanding in oral format.

## **Outcome Results**

Students identified and discussed traditions, customs and values of the Hispanic world, and compared and contrasted them with characteristics of their own culture.

Student groups were assigned to particular nations in the Spanish language world, and they discussed foods, traditions, and differences in cultures. Students learned a song by a famous singer from each of the 5 countries studied in this course. 92.3% scored above the 3 on the scoring rubric threshold.

## **Outcome Distance Learning Results**

Students identified and discussed traditions, customs and values of the Hispanic world, and compared and contrasted them with characteristics of their own culture.

Student groups were assigned to particular nations in the Spanish language world, and they discussed foods, traditions, and differences in cultures. Students learned a song by a famous singer from each of the 5 countries studied in this course. 80% scored above the 3 on the scoring rubric threshold. PowerPoint presentations were employed

**Planned Improvement as an Outcome Result**

PowerPoint will be required for future reporting cycles in face to face presentations.

**Planned Distance Learning Improvement as an Outcome Result**

None are needed at the present time.



# \*SPAN 1412 Elementary Spanish II Education

**Plan Period:** FY15

**Outcome ID#:** 7609

## **Outcome Description**

1. Identify and discuss traditions, customs and values of the Hispanic world.

## **Outcome Strategy**

The students will study various religious and secular customs and holidays celebrated in Spanish language countries and field answers in a panel setting.

## **Outcome Method**

This outcome will be scored from 0 to 4 based upon a program assessment tool. The areas assessed will measure social responsibility, communication, critical thinking, and communication.

## **Outcome Criterion**

65% of all students will have a rating of 3 or better on the scoring rubric for Spanish 1412.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

This outcome directly relates to Critical Thinking, Communication, and Social Responsibility areas by requiring students to analyze, evaluate, and synthesis a major concept in the course material and then clearly express their understanding in oral format.

## **Outcome Results**

The students studied various religious and secular customs and holidays celebrated in Spanish language countries and fielded answers in a panel setting. 80% demonstrated a level of 3 or better on the scoring rubric.

## **Outcome Distance Learning Results**

The students studied various religious and secular customs and holidays celebrated in Spanish language countries and fielded answers in a panel setting. 80% demonstrated a level of 3 or better on the scoring rubric.

## **Planned Improvement as an Outcome Result**

This data was combined for the face to face and distance courses. In the future the results will be segregated.

## **Planned Distance Learning Improvement as an Outcome Result**

This data was combined for the face to face and distance courses. In the future the results will be segregated.

# \*SPAN 2311 Intermediate Spanish I Education

**Plan Period:** FY15

**Outcome ID#:** 7611

## **Outcome Description**

1. Produce oral Spanish comprehensible to native speakers using complex grammatical structures to narrate, describe, and elicit information.

## **Outcome Strategy**

Students will engage in community interviews with native speakers and report to class employing a variety of media.

## **Outcome Method**

This outcome will be scored from 0 to 4 based upon a program assessment tool. The areas assessed will measure social responsibility, communication, critical thinking, and communication.

## **Outcome Criterion**

65% of all students will have a rating of 3 or better on the scoring rubric for Spanish 2311.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

This outcome directly relates to Critical Thinking, Communication, and Social Responsibility skills by requiring students to analyze, evaluate, and synthesis a major concept in the course material and then clearly express their understanding in oral format.

## **Outcome Results**

Students that participated were only enrolled in the online class.

## **Outcome Distance Learning Results**

Students produced oral Spanish comprehensible to native speakers using complex grammatical structures to narrate, describe, and elicit information. Students engaged in community interviews with native speakers and reported to class employing a variety of media.

These employed the use of all moods of the language. 93.75% of the students demonstrated a grade of 3 or above on the rubric provided.

## **Planned Improvement as an Outcome Result**

Embedded faculty will have to provide the face to face data in the next reporting cycle.

## **Planned Distance Learning Improvement as an Outcome Result**

No changes are expected. The presentations met the criteria.

# \*SPAN 2312 Intermediate Spanish II Education

**Plan Period:** FY15

**Outcome ID#:** 7612

## **Outcome Description**

1. Students will summarize authentic spoken discourse produced by Spanish speakers of diverse origins.

## **Outcome Strategy**

Students will be assigned one country corresponding to each culture in the Encuentro Cultural unit in the textbook. The student will verbally present information over the assigned information to the class. The professor will engage with the student in a reflective question/answer dialogue that will lead the student to explore all necessary points regarding key ideas, authors/works, historical and cultural events, and perspectives/attitudes.

## **Outcome Method**

This outcome will be scored from 0 to 4 based upon a program assessment tool. The areas assessed will measure social responsibility, communication, critical thinking, and communication.

## **Outcome Criterion**

65% of all students will have a rating of 3 or better on the scoring rubric for Spanish 2312.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

This outcome directly relates to Critical Thinking, Communication, Personal Responsibility, and Social Responsibility skills by requiring students to analyze, evaluate, and synthesis a major concept in the course material and then clearly express their understanding in oral format.

## **Outcome Results**

There were not any 2312 face to face classes to report findings.

## **Outcome Distance Learning Results**

Students were assigned one country corresponding to each culture in the Encuentro Cultural unit in the textbook. The students verbally presented information over the assigned information to the class. The professor engaged each student in a reflective question/answer dialogue that lead the student to explore all necessary points regarding key ideas, authors/works, historical and cultural events, and perspectives/attitudes. 94% demonstrated competency in these areas.

## **Planned Improvement as an Outcome Result**

Embedded faculty will have to report in future cycles.

## **Planned Distance Learning Improvement as an Outcome Result**

None are expected at the present time.

# \*SPCH 1315 Public Speaking Education

**Plan Period:** FY15

**Outcome ID#:** 7763

## **Outcome Description**

Students will demonstrate an understanding of the foundational models of communication by developing and presenting a public speech. They will utilize their critical thinking skills and communication skills to research, write, and deliver an extemporaneous speech. Additionally, they will practice personal responsibility as they move through the various steps in the speech-making process, fulfill the expectations of the assignment, and reflect on their performance in light of their goals.

## **Outcome Strategy**

The extemporaneous speech-creation and presentation process will employ the following features:

- In developing an informative, persuasive, entertainment, or special occasion speech, students will determine a topic of interest and apply the principles of audience analysis to analyze the appropriateness or effectiveness of a topic, resource material, and/or audiovisual selections. The audience analysis will help the student/speaker better understand the diversity of the audience and guide her/him in adapting the elements of the to the audience's demographics, thus allowing the student to connect classroom with life experiences.
- Working individually or in groups, students will select a topic and produce a specific purpose and central idea and will formulate three main ideas; these will be evaluated based on the connection of content with the main topic, logic, and accuracy.
- Students will apply the principles of research by completing a guided assignment to search for and evaluate sources. Students will learn to specify a research goal, generate alternatives, consider risks, and/or choose better sources, as they find, test and use different resources as to the validity of the source.
- Students will orally present speeches and will be evaluated for mechanics, structure, and connection of content with main topic, logic and accuracy and depth of content. The scoring rubric will also be used to evaluate the appropriateness and effectiveness of the verbal and nonverbal element

## **Outcome Method**

A written outline will accompany an oral presentation, both of which will be assessed using a rubric. The components of the rubric will allow the evaluation of critical thinking, communication skills, and social responsibility.

## **Outcome Criterion**

Students who present a public speech will score the following on each section of the scoring rubric:

- Critical Thinking 80% will score at least 70% of the available points for this component
- Communication ?80% will score at least 70% of the available points for this component
- Personal Responsibility-80% will score at least 70% of the available points for this component

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

Critical Thinking Students will be required to think creatively by using research, including audience analysis, to analyze the appropriateness and effectiveness of a topic, resource material, and/or audiovisual selections. They must synthesize the data in order to draw conclusions and make choices.

Communication Students will be expected to effectively development, interpret, and express their ideas through written, oral, and visual communication through their presentation.

Personal Responsibility By documenting their self-reflection on various elements of their performance, students will be able to connect choices, actions, and consequences to ethical decision-making.

## **Outcome Results**

Students who presented a public speech scored the following on each section of the scoring rubric:

Critical Thinking -

Goal=80% will score at least 70% of the available points for this component

Eighty-five percent of students achieved this goal.

Communication -

Goal=80% will score at least 70% of the available points for this component

Eighty-seven percent of students achieved this goal.

Personal Responsibility-

Goal=80% will score at least 70% of the available points for this component

Eighty-eight percent of students achieved this goal.

### **Outcome Distance Learning Results**

Distance students who presented a public speech scored the following on each section of the scoring rubric:

Critical Thinking -

Goal=80% will score at least 70% of the available points for this component

Seventy-six percent of students achieved this goal.

Communication -

Goal=80% will score at least 70% of the available points for this component

Eighty-eight percent of students achieved this goal.

Personal Responsibility-

Goal=80% will score at least 70% of the available points for this component

Eighty-two percent of students achieved this goal.

### **Planned Improvement as an Outcome Result**

Students achieved all three goals in this course. No changes are being considered at this time.

All faculty participated in the LEAPs process, including distance, embedded, and other adjunct faculty.

### **Planned Distance Learning Improvement as an Outcome Result**

Students achieved two of the three goals (all but critical thinking). Instructors are shifting to a new textbook which has more on-line ancillaries to help students utilize concepts introduced in class; perhaps this will assist them in applying critical thinking skills.

# \*SPCH 1315 Public Speaking Education

**Plan Period:** FY15

**Outcome ID#:** 7764

## **Outcome Description**

Students will demonstrate an understanding of the elements of teamwork by participating in a group to fulfill an assignment that stems from the process of developing and presenting a public speech.

## **Outcome Strategy**

Working in groups, students will complete at least one step in the speech-development process. Their effective participation will be determined by the instructor and/or their team members.

## **Outcome Method**

Student's participation in the group assignment will be assessed using a rubric. The components of the rubric will allow the evaluation of their participation in and commitment to fulfilling the group's goals.

## **Outcome Criterion**

Students who participate in the group activity will score the following on the teamwork element of the scoring rubric:

Teamwork- 80% will score at least 90% of the available points for this component

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

Teamwork? Students must be able to consider different points of view as they evaluate each other's perspectives, choices, and/or conclusions shared in the group activity utilized during the formative process.

## **Outcome Results**

Students who participated in the group activity scored the following on the teamwork element of the scoring rubric:

Teamwork-

Goal=80% will score at least 90% of the available points for this component Ninety-three percent of students achieved this goal.

## **Outcome Distance Learning Results**

Distance students who participated in the group activity scored the following on the teamwork element of the scoring rubric:

Teamwork-

Goal=80% will score at least 90% of the available points for this component Sixty-three percent of students achieved this goal.

## **Planned Improvement as an Outcome Result**

No changes are being considered at this time.

All faculty members participated in the reporting of LEAP assessment results this year.

## **Planned Distance Learning Improvement as an Outcome Result**

Distance students were not successful in achieving this goal. Faculty are considering ways to incentivize and engage distance students to participate more fully in team-based activities.

# \*SPCH 1321 Business and Professional Speech Education

**Plan Period:** FY15

**Outcome ID#:** 7765

## **Outcome Description**

Students will demonstrate an understanding of the foundational models of communication by developing and presenting a public speech. They will utilize their critical thinking skills and communication skills to research, write, and deliver an extemporaneous speech. Additionally, they will practice personal responsibility as they move through the various steps in the speech-making process, fulfill the expectations of the assignment, and reflect on their performance in light of their goals.

## **Outcome Strategy**

The extemporaneous speech-creation and presentation process will employ the following features:

- In developing an informative, persuasive, entertainment, or special occasion speech, students will determine a topic of interest and apply the principles of audience analysis to analyze the appropriateness or effectiveness of a topic, resource material, and/or audiovisual selections. The audience analysis will help the student/speaker better understand the diversity of the audience and guide her/him in adapting the elements of the to the audience's demographics, thus allowing the student to connect classroom with life experiences.
- Working individually or in groups, students will select a topic and produce a specific purpose and central idea and will formulate three main ideas; these will be evaluated based on the connection of content with the main topic, logic, and accuracy.
- Students will apply the principles of research by completing a guided assignment to search for and evaluate sources. Students will learn to specify a research goal, generate alternatives, consider risks, and/or choose better sources, as they find, test and use different resources as to the validity of the source.
- Students will orally present speeches and will be evaluated for mechanics, structure, and connection of content with main topic, logic and accuracy and depth of content. The scoring rubric will also be used to evaluate the appropriateness and effectiveness of the verbal and nonverbal element

## **Outcome Method**

A written outline will accompany an oral presentation, both of which will be assessed using a rubric. The components of the rubric will allow the evaluation of critical thinking, communication skills, and social responsibility.

## **Outcome Criterion**

Students who present a public speech will score the following on each section of the scoring rubric:

Critical Thinking 80% will score at least 70% of the available points for this component

Communication ?80% will score at least 70% of the available points for this component

Personal Responsibility-80% will score at least 70% of the available points for this component

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

**Critical Thinking** Students will be required to think creatively by using research, including audience analysis, to analyze the appropriateness and effectiveness of a topic, resource material, and/or audiovisual selections. They must synthesize the data in order to draw conclusions and make choices.

**Communication** Students will be expected to effectively development, interpret, and express their ideas through written, oral, and visual communication through their presentation.

**Personal Responsibility** By documenting their self-reflection on various elements of their performance, students will be able to connect choices, actions, and consequences to ethical decision-making.

## **Outcome Results**

Students who presented a public speech scored the following on each section of the scoring rubric:

Critical Thinking-

Goal=80% will score at least 70% of the available points for this component

Eighty-six percent of students achieved this goal.

Communication-Goal=80% will score at least 70% of the available points for this component

Ninety-nine percent of students achieved this goal.

Personal Responsibility-

Goal=80% will score at least 70% of the available points for this component

Seventy-two percent of students achieved this goal.

### **Outcome Distance Learning Results**

Distance students who presented a public speech scored the following on each section of the scoring rubric:

Critical Thinking-

Goal=80% will score at least 70% of the available points for this component

Seventy-three percent of students achieved this goal.

Communication-Goal=80% will score at least 70% of the available points for this component

Eighty-eight percent of students achieved this goal.

Personal Responsibility-

Goal=80% will score at least 70% of the available points for this component

Seventy-eight percent of students achieved this goal.

### **Planned Improvement as an Outcome Result**

Students achieved two of the three goals, all but personal responsibility. The results were lower than desired but not altogether horrible. Faculty are considering ways to engage students to participate in the speech-building process in a productive and timely manner such as setting small goals and grading individual steps.

### **Planned Distance Learning Improvement as an Outcome Result**

Students achieved one of the three goals. Faculty continually search for and consider techniques to engage students in distance courses. Ironically, distance students scored higher in personal responsibility than the f2f students.



# Accounting Education

**Plan Period:** FY15

**Outcome ID#:** 7821

## **Outcome Description**

Student in Financial Accounting 2401 will be able to describe the importance of Control over inventory. Students will be able to Determine the cost of inventory under the perpetual inventory system using the FIFO, LIFO, and weighted average cost methods.

## **Outcome Strategy**

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

## **Outcome Method**

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

## **Outcome Criterion**

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

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success, 5.3.5 Distance Education

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

## **Outcome Results**

Eighty-four per cent (84%) of the students assessed scored at least seventy percent (70%) accuracy when assessed on this learning outcome. This is for Face to Face students.

## **Outcome Distance Learning Results**

Eighty-per cent (80%) of the students assessed scored at least seventy percent (70%) accuracy when assessed on this learning outcome.

## **Planned Improvement as an Outcome Result**

No changes recommended for Face to face class.

## **Planned Distance Learning Improvement as an Outcome Result**

No changes recommended for the internet class.

# Accounting Education

**Plan Period:** FY15

**Outcome ID#:** 7822

## **Outcome Description**

Students in Accounting 2401 Financial Accounting will be able to assemble, read, interpret, analyze and journalize accounting transactions in a standard two column journal, Analyze Accounting information dealing with the end of an Accounting period for a Service Enterprise, additionally, calculate a balance in each account in the ledger, and then prepare an Income Statement, Equity Statement and a Balance Sheet.

## **Outcome Strategy**

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

## **Outcome Method**

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

## **Outcome Criterion**

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

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success, 5.3.5 Distance Education

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

## **Outcome Results**

Eighty-nine (89%) of the students assessed scored at least seventy percent (70%) accuracy when assessed on this learning outcome. This is for Face to Face only students.

## **Outcome Distance Learning Results**

Seventy five per cent (75%) of the students assessed scored at least seventy percent (70%) accuracy when assessed on this learning outcome.

## **Planned Improvement as an Outcome Result**

No changes recommended for this objective

## **Planned Distance Learning Improvement as an Outcome Result**

No changes recommended as a result of the percent passing the objective.

# Accounting Education

**Plan Period:** FY15

**Outcome ID#:** 7823

## **Outcome Description**

Students in Accounting 2402 Managerial Accounting will be able to describe the characteristics and terminology of bonds payable. Additionally, the students will journalize entries for bonds payable.

## **Outcome Strategy**

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

## **Outcome Method**

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

## **Outcome Criterion**

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success, 5.3.5 Distance Education

## **Outcome Results**

One hundred (100%) of the students assessed scored at least seventy percent (70%) accuracy when assessed on this learning outcome. This is for Face to Face students.

## **Outcome Distance Learning Results**

Eighty-six per cent (86%) of the students assessed scored at least seventy percent (70%) accuracy when assessed on this learning outcome. This is for the distance education classes only.

## **Planned Improvement as an Outcome Result**

No changes recommended for Face to face class.

## **Planned Distance Learning Improvement as an Outcome Result**

No changes recommended for the internet classes.

# Associate Degree Nursing Education

**Plan Period:** FY15

**Outcome ID#:** 7907

## **Outcome Description**

By the end of Level I, the student will be able to apply principles of safety when caring for clients/families across the lifespan that have the key exemplars covered during the semester.

## **Outcome Strategy**

Implement concept-based curriculum for Level I in class, skills and clinical, incorporating interactive class activities, simulation, PrepU, MyNursingLab and EHR.

## **Outcome Method**

Safety score on HESI Custom Test for Level I in fall 2014.

## **Outcome Criterion**

Fifty percent of the students will score at 850 or higher on safety on the HESI Custom Test for Level I.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success, 5.3.5 Distance Education

## **Outcome Results**

32% of students scored over 850 on the safety section of the Texas CBC custom exam for Level I in the fall of 2014. Not met.

## **Outcome Distance Learning Results**

30% of Athens group and 32.7% of Kaufman group scored over 850 on the safety section for no significant difference between the groups.

## **Planned Improvement as an Outcome Result**

Faculty have adopted a new fundamentals textbook by Yoost and are including Elsevier Adaptive Learning and Elsevier Adaptive Quizzing as well as Nursing Concepts On-line. They will be more consistent in "flipping" the classroom. They have moved the tests to another day to maximize student preparation for class. They will be working on exam development and analysis. They are starting with computerized testing which will hopefully raise HESI scores. Will continue to promote a culture of safety.

## **Planned Distance Learning Improvement as an Outcome Result**

No difference in changes to distance or home sites.

# Associate Degree Nursing Education

**Plan Period:** FY15

**Outcome ID#:** 7908

## **Outcome Description**

By the end of Level I, the student will be able to apply principles of clinical judgment when caring for clients/families across the lifespan that have the key exemplars covered during the semester.

## **Outcome Strategy**

Implement new concept-based curriculum for Level I in class, skills and clinical, incorporating interactive class activities, PrepU, MyNursingLab and EHR.

## **Outcome Method**

Clinical judgment score on HESI Custom Test for Level I in fall 2014

## **Outcome Criterion**

Fifty percent of the students will score at 850 or higher on safety on the HESI Custom Test for Level I

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success, 5.3.5 Distance Education

## **Outcome Results**

22 out of 108 students scored 850 or higher on nursing judgment on the HESI custom exam for Level I, for a 20% success rate. Not met.

## **Outcome Distance Learning Results**

Results were 19% Kaufman and 27% for Athens so distance site was not negatively affected.

## **Planned Improvement as an Outcome Result**

Faculty have adopted a new fundamentals textbook by Yoost and are including Elsevier Adaptive Learning and Elsevier Adaptive Quizzing as well as Nursing Concepts On-line. They will be more consistent in "flipping" the classroom. They have moved the tests to another day to maximize student preparation for class. They will be working on exam development and analysis. They are starting with computerized testing which will hopefully raise HESI scores.

## **Planned Distance Learning Improvement as an Outcome Result**

No specific changes with relation to distance site.

# Associate Degree Nursing Education

**Plan Period:** FY15

**Outcome ID#:** 7909

## **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 interactive class activities, PrepU, MyNursingLab, and EHR.

## **Outcome Method**

Critical thinking and clinical judgment scores on HESI Custom Test for Level II in spring 2015.

## **Outcome Criterion**

Fifty percent of the students will score at 850 or higher on critical thinking and clinical judgment items on the HESI Custom Test for Level II.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success, 5.3.5 Distance Education

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

## **Outcome Results**

34% of students scored over 850 on clinical judgment section of the Texas CBC custom HESI exam in spring 2015. HESI no longer reports critical thinking score.

## **Outcome Distance Learning Results**

30% of Athens students and 34.8% of Kaufman students scored over 850 on the clinical judgment section for no significant difference.

## **Planned Improvement as an Outcome Result**

Faculty have adopted a new fundamentals textbook by Yoost and are including Elsevier Adaptive Learning and Elsevier Adaptive Quizzing as well as Nursing Concepts On-line. They will be more consistent in "flipping" the classroom. They have moved the tests to another day to maximize student preparation for class. They will be working on exam development and analysis. They are starting with computerized testing which will hopefully raise HESI scores.

## **Planned Distance Learning Improvement as an Outcome Result**

No specific changes made due to distance site vs. home site.

# Associate Degree Nursing Education

**Plan Period:** FY15

**Outcome ID#:** 7910

## **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 addition of interactive class activities, PrepU, MyNursingLab and EHR.

## **Outcome Method**

Five areas of nursing process and Safe/Effective Care Environment scores on HESI Custom Test for Level II in spring 2015.

## **Outcome Criterion**

Fifty 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/General Education Goal**

Enhance Learning

5.1.4 Workforce Success, 5.3.5 Distance Education

## **Outcome Results**

Assessment - 39% - not met

Analysis - 46% - not met

Planning - 52% - met

Implementation - 33% - not

met Evaluation - 31% not met

Safe, effective care environment - 43% - not met

## **Outcome Distance Learning Results**

Assessment: Athens - 10%; Kaufman 42.7%

Analysis: Athens - 20%; Kaufman 49%

Planning: Athens 40%; Kaufman 52.8%

Implementation: Athens 50%; Kaufman 31.5%

Evaluation: Athens 40%; Kaufman 30.3%

Safe, effective care environment: Athens 60% Kaufman

42% Met in 2/5 for Athens and 1/5 for Kaufman.

## **Planned Improvement as an Outcome Result**

The faculty have modified the patient care "maps" and will be doing more scripting to make sure students understand what goes where on the maps. They have modified the assessment form and adopted a pocket "assessment" book so students will not get so overwhelmed. They will address all areas of the nursing process in class activities. Other changes previously addressed will also help.

## **Planned Distance Learning Improvement as an Outcome Result**

No specific changes related to distance site. Will monitor trends in assessment and analysis to see if this disparity continues.

# Associate Degree Nursing Education

**Plan Period:** FY15

**Outcome ID#:** 7911

## **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 interactive class activities, EHR, PrepU, and MyNursingLab.

## **Outcome Method**

Physiological integrity section of the HESI Custom Test for Level II in spring 2015.

## **Outcome Criterion**

Fifty 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/General Education Goal**

Enhance Learning

5.1.4 Workforce Success, 5.3.5 Distance Education

## **Outcome Results**

32% of the students scored 850 or higher on the physiological integrity section of the Texas CBC custom HESI exam in spring of 2015. Not met.

## **Outcome Distance Learning Results**

Athens - 20%

Kaufman - 33.7%

Neither met, but Kaufman was higher.

## **Planned Improvement as an Outcome Result**

In addition to previously mentioned strategies, faculty have adopted a new pharmacology book and the on-line course to go with it. Will address pharmacology in voice overs and will have students complete drug cares. Will incorporate pharmacology questions onto each test as appropriate. Have increased time for class activities to help solidify learning in this area.

## **Planned Distance Learning Improvement as an Outcome Result**

Will monitor trend to see if Athens continues to score lower than Kaufman.



# Associate Degree Nursing Education

**Plan Period:** FY15

**Outcome ID#:** 7912

## **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 and PrepU.

## **Outcome Method**

Safe/Effective Care Environment section of the HESI Custom Test for Level III in fall 2014.

## **Outcome Criterion**

Fifty-five 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/General Education Goal**

Enhance Learning

5.1.4 Workforce Success, 5.3.5 Distance Education

## **Outcome Results**

46% of students scored over 850 on Safe, effective care environment on the Level III Texas CBC Custom exam in fall of 2014. Not met.

## **Outcome Distance Learning Results**

Athens - 28.6%

Kaufman - 47.2%

Neither group met.

## **Planned Improvement as an Outcome Result**

Faculty have adopted a new fundamentals textbook by Yoost and are including Elsevier Adaptive Learning and Elsevier Adaptive Quizzing as well as Nursing Concepts On-line. They will be more consistent in "flipping" the classroom. They have moved the tests to another day to maximize student preparation for class. They will be working on exam development and analysis. They are starting with computerized testing which will hopefully raise HESI scores. Will continue to promote a culture of safety.

## **Planned Distance Learning Improvement as an Outcome Result**

Will continue to monitor trends to see if Athens group continues to score lower than Kaufman in this area.

# Associate Degree Nursing Education

**Plan Period:** FY15

**Outcome ID#:** 7913

## **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, PrepU and case studies.

## **Outcome Method**

Critical thinking score on the HESI Custom Test for Level III in fall 2014.

## **Outcome Criterion**

Fifty-five 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/General Education Goal**

Enhance Learning

5.1.4 Workforce Success, 5.3.5 Distance Education

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**

56 out of 134 scored 850 or higher on the nursing judgment section of the HESI Custom Exam for Level III for 42% success rate. Nursing judgment was used since HESI no longer reports critical thinking. Not met.

## **Outcome Distance Learning Results**

Kaufman was 42% and Athens was 43% - no significant difference.

## **Planned Improvement as an Outcome Result**

Faculty have adopted a new fundamentals textbook by Yoost and are including Elsevier Adaptive Learning and Elsevier Adaptive Quizzing as well as Nursing Concepts On-line. They will be more consistent in "flipping" the classroom. They have moved the tests to another day to maximize student preparation for class. They will be working on exam development and analysis. They are starting with computerized testing which will hopefully raise HESI scores.

## **Planned Distance Learning Improvement as an Outcome Result**

No changes with respect to distance site due to no significant difference.

# Associate Degree Nursing Education

**Plan Period:** FY15

**Outcome ID#:** 7914

## **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 PrepU and increased simulation.

## **Outcome Method**

Physiological integrity score on the HESI Custom Test for Level III in fall 2014.

## **Outcome Criterion**

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

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success, 5.3.5 Distance Education

## **Outcome Results**

56% of Level III students scored 850 or higher on the physiological integrity section of the Texas CBC Custom exam from HESI in fall of 2014. Met

## **Outcome Distance Learning Results**

Athens - 4/7 = 57%

Kaufman - 71/127 = 55.9%

Met at both sites.

## **Planned Improvement as an Outcome Result**

Will continue current strategies incorporating other changes made to improve other areas.

## **Planned Distance Learning Improvement as an Outcome Result**

No specific changes will be made with relation to distance sites.

# Associate Degree Nursing Education

**Plan Period:** FY15

**Outcome ID#:** 7915

## **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 PrepU.

## **Outcome Method**

Safe/Effective care environment and critical thinking scores on the HESI Exit Exam at the end of Level IV in spring 2015.

## **Outcome Criterion**

Sixty 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/General Education Goal**

Enhance Learning

5.1.4 Workforce Success, 5.3.5 Distance Education

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

## **Outcome Results**

57 of 112 students = 51% of students scored at 850 or higher on the safe, effective care environment section of the HESI Exit exam in Spring 2015. Not met.

32 of 112 students = 29% of students scored at 850 or higher on the clinical judgment section of the HESI exit exam in spring 2015. Not

## **Outcome Distance Learning Results**

Safe, effective care environment

Kaufman: 52/106 scored over 850 for 47% success rate. Not met.

Athens: 5/6 scored over 850 for 83% success rate. Met

Clinical judgment

Kaufman: 29 or 106 = 27% Not met

Athens: 3/6 = 50% Not met

## **Planned Improvement as an Outcome Result**

Faculty have adopted a new fundamentals textbook by Yoost and are including Elsevier Adaptive Learning and Elsevier Adaptive Quizzing as well as Nursing Concepts On-line. They will be more consistent in "flipping" the classroom which will have faculty working with students on activities that require higher level thinking. They have moved the tests to another day to maximize student preparation for class. They will be working on exam development and analysis. They are starting with computerized testing which will hopefully raise HESI scores.

## **Planned Distance Learning Improvement as an Outcome Result**

No changes will be made for each specific site.

# Associate Degree Nursing Education

**Plan Period:** FY15

**Outcome ID#:** 7916

## **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 PrepU and increased simulation.

## **Outcome Method**

Five areas of the nursing process on the HESI Exit Exam at the end of Level IV in the spring of 2015.

## **Outcome Criterion**

Sixty 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/General Education Goal**

Enhance Learning

5.1.4 Workforce Success, 5.3.5 Distance Education

## **Outcome Results**

Assessment: 39% - not met

Analysis: 31% - not met

Planning: 46% - not met

Implementation: 29% - not met

Evaluation: 68% - met

Met in 1 of 5 areas

## **Outcome Distance Learning Results**

Assessment: Athens 33% (2/6); Kaufman 40% (42/106)

Analysis: Athens 67% (4/6); Kaufman 29% (31/106)

Planning: Athens 83% (5/6); Kaufman 43% (46/106)

Implementation: Athens 33% (2/6); Kaufman 28% (30/106)

Evaluation: Athens 83% (5/6); Kaufman 67% (71/106)

Met in 3/5 areas for Athens; Met in 1 area for Kaufman

## **Planned Improvement as an Outcome Result**

Faculty have adopted a new fundamentals textbook by Yoost and are including Elsevier Adaptive Learning and Elsevier Adaptive Quizzing as well as Nursing Concepts On-line. They will be more consistent in "flipping" the classroom. They have moved the tests to another day to maximize student preparation for class. They will be working on exam development and analysis. They are starting with computerized testing which will hopefully raise HESI scores.

## **Planned Distance Learning Improvement as an Outcome Result**

Will continue to monitor differences to see if there are any trends,

# Associate Degree Nursing Education

**Plan Period:** FY15

**Outcome ID#:** 7917

## **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 2015.

## **Outcome Criterion**

Sixty 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/General Education Goal**

Enhance Learning

5.1.4 Workforce Success, 5.3.5 Distance Education

## **Outcome Results**

28% of students scored over 850 on the physiological integrity section of the HESI exit score (31/112). Not met.

## **Outcome Distance Learning Results**

Kaufman: 28/106 scored over 850 = 26% success rate. Not met

Athens: 3/6 scored over 850 = 50% success rate. Not met

## **Planned Improvement as an Outcome Result**

In addition to previously mentioned strategies, faculty have adopted a new pharmacology book and the on-line course to go with it. Will address pharmacology in voice overs and will have students complete drug cares. Will incorporate pharmacology questions onto each test as appropriate. Have increased time for class activities to help solidify learning in this area.

## **Planned Distance Learning Improvement as an Outcome Result**

Will continue to monitor to see if there are any trends with regards to distance site. Higher rates noted at the remote site for this section.

# Associate Degree Nursing Education

**Plan Period:** FY15

**Outcome ID#:** 7918

## **Outcome Description**

By the end of the Summer, the student will have increased reading proficiency skills enough to negate the risk from having low reading scores on the HESI entrance exam. The SATIN grant demonstrated that students who did at least 33 hours on the Weaver reading program erased the risk of low reading scores.

## **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 incoming students who did not pass the HESI A2 entrance test (79) in reading the first time. Will have students do at least 4 hours a week over the summer in the Weaver Reading program.

## **Outcome Method**

Measure retention rate of students in reading lab and those not in reading lab in the summer of 2015.

## **Outcome Criterion**

The students who complete the reading program will have a retention rate that is at least as good as the rest of the students.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success, 5.3.5 Distance Education

## **Outcome Results**

13 students were required to complete the reading program in the summer of 2014 before entering Level I. The documentation of which students completed the program was deleted before being recorded. But of the 13 students, only 2 students successfully completed the first year of the program for a 15% retention rate, which was significantly less than the other students ( $50/102 = 49\%$ ).

## **Outcome Distance Learning Results**

Not applicable - students completed reading before they were in Athens or Kaufman programs. Reading program was completed at home.

## **Planned Improvement as an Outcome Result**

Will continue the reading program but will share the list of at risk students with the retention-mentoring committee which will develop strategies to address. Will correlate the amount of hours done on reading lab to success as part of the analysis next summer after one year of the program. Will encourage students who have reading issues to use the Elsevier Adaptive Learning for the fundamentals book by Yoost.

## **Planned Distance Learning Improvement as an Outcome Result**

No specific changes with relation to distance site.

# Computer Science Education

**Plan Period:** FY15

**Outcome ID#:** 7870

## **Outcome Description**

Students will demonstrate ability to: insert and format a picture in a WORD document, including applying picture styles and picture effects.

## **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 a Word Project which is specifically mapped 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/General Education Goal**

Enhance Learning

5.1.4 Workforce Success, 5.3.5 Distance Education

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

## **Outcome Results**

Eighty six per cent (86%) face to face students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcome in face to face classes.

## **Outcome Distance Learning Results**

Ninety-two percent (92%) 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 face to face 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 eighty percent (92%) 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:** FY15

**Outcome ID#:** 7873

## **Outcome Description**

Students will demonstrate the ability to use PowerPoint to insert and format a picture in a presentation, including applying picture styles and picture effects

## **Outcome Strategy**

Students will gain the knowledge of creating a presentation using picture effects, animations, and video through reading the textbook material, interaction with instructor, and completing assigned homework/lab work.

## **Outcome Method**

The assessment of this will be determined by students completing a PowerPoint specifically mapped 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/General Education Goal**

Enhance Learning

5.1.4 Workforce Success, 5.3.5 Distance Education

## **Outcome Results**

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

## **Outcome Distance Learning Results**

Ninety-two percent (92%) of the students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcome in distance classes.

## **Planned Improvement as an Outcome Result**

Since ninety-one percent (91%) of the face to face 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 ninety-two percent (92%) 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:** FY15

**Outcome ID#:** 7874

## **Outcome Description**

Students will demonstrate the ability to accurately create, modify, and use a database to include creating a primary key, changing field properties, field widths, field data types, and proper use of the query wizard.

## **Outcome Strategy**

Students will gain the knowledge of creating a database, creating a primary key, modifying fields data types and field properties, and creating a query through reading the textbook material, interaction with instructor, and completing assigned homework/lab work.

## **Outcome Method**

The assessment of this will be determined by students completing an Access Project which is specifically mapped 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/General Education Goal**

Enhance Learning

5.1.4 Workforce Success, 5.3.5 Distance Education

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

## **Outcome Results**

Eighty cent (80%) of the face to face students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcome in face to face classes.

## **Outcome Distance Learning Results**

Eight-six percent (86%) of the students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcome in distance classes.

## **Planned Improvement as an Outcome Result**

Since eighty percent (80%) of the face to face 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 eight-six percent (86%) of distance 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:** FY15

**Outcome ID#:** 7811

## **Outcome Description**

The student will be able to describe and explain the dual functions of probation investigation and supervision.

## **Outcome Strategy**

Students will gain an understanding of the desired outcome through reading the textbook material, student interaction and discussion, written assignments, and required on line course material exercises.

## **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 and exercises. A minimum of 82% of the students will be able to achieve the desired learning outcome based on the assessment activity

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success, 5.3.5 Distance Education

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**

All students achieved the outcome and were will be able to describe and explain the function of the presentence investigation and supervision.

## **Outcome Distance Learning Results**

All students participating in the on line course achieved the outcome and were will be able to describe and explain the desired outcomes by use of written work and testing.

## **Planned Improvement as an Outcome Result**

Methods used to determine understanding of the dual function of parole and probation PSI reports indicated that students achieved the stated outcome. No Changes anticipated.

## **Planned Distance Learning Improvement as an Outcome Result**

Methods used to determine understanding of the desired outcome indicated that students understood the dual functions of probation investigation and supervision. No Changes anticipated.

# Developmental Math Education

**Plan Period:** FY15

**Outcome ID#:** 8004

## **Outcome Description**

Outcome Description

Developmental Math 2 (Devl 0309) students will demonstrate their ability to successfully solve linear equations.

## **Outcome Strategy**

Implementation Strategy

Lectures, class discussions, examples, and homework assignments (usually online but also paper assignments) will be used to teach students to successfully solve linear equations.

## **Outcome Method**

Assessment Method

All Devl 0309 instructors will include on Final Exams 5 or more linear equations to solve. Since departmental Finals are used, the same set of 5 or more questions should be used to assess this skill. Students will be deemed successful at this skill if they earn 70% or more of the points allotted to this skill on the Final Exam.

## **Outcome Criterion**

Criterion (Expected Outcome)

70% of a sampling of Devl 0309 students chosen from each TVCC campus which offers these courses will demonstrate success at solving linear equations by earning at least 70% of the points allotted to this topic on their Final Exam.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

General Education Outcomes

Relationship to General Education Outcomes

GENERAL ED - 5.3--To understand mathematical information and utilize mathematical skills.

Solving linear equations forms the basis for all other algebraic skills and many other mathematics skills.

## **Outcome Results**

87.8% of those tested with this instrument were successful, therefore we met the goal

## **Outcome Distance Learning Results**

87.8% of those tested with this instrument were successful, therefore we met the goal

## **Planned Improvement as an Outcome Result**

None-we will continue to monitor this goal.

## **Planned Distance Learning Improvement as an Outcome Result**

While success was good for those tested, the overall success rate for distance was only 3.94% the artificially high numbers come from the many students who drop

# Developmental Math Education

**Plan Period:** FY15

**Outcome ID#:** 8005

## **Outcome Description**

Outcome Description

Intermediate Algebra (Devl 0310) students will demonstrate their ability to solve quadratic equations by factoring methods.

## **Outcome Strategy**

Implementation Strategy

Lectures, class discussions, examples, and online (or paper) homework assignments will be used to teach students to successfully solve quadratic equations by factoring.

## **Outcome Method**

Assessment Method

All Devl 0310 instructors will include on Final Exams 5 or more quadratic equations that can be solved by factoring (not counting any word problems that may also result in quadratic equations). Students will be deemed successful at this skill if they earn 70% of the points allotted to this topic on the Final Exam.

## **Outcome Criterion**

Criterion (Expected Outcome)

70% of a sampling of Intermediate Algebra students chosen from each TVCC campus which offers these courses will demonstrate success at solving quadratic equations by earning at least 70% of the points allotted to this topic on their Final Exam. Since Finals are departmental the same types of quadratic equations should be used to judge each student's success.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

General Education Outcomes

Relationship to General Education Outcomes

GENERAL ED - 5.3--To understand mathematical information and utilize mathematical skills.

This is a basic mathematical skill.

## **Outcome Results**

86.01% success, so we reached the goal.

## **Outcome Distance Learning Results**

86.01% success, so we reached the goal.

## **Planned Improvement as an Outcome Result**

none

## **Planned Distance Learning Improvement as an Outcome Result**

None--the numbers are again very high because so few were tested.

# Developmental Math Education

**Plan Period:** FY15

**Outcome ID#:** 8006

## **Outcome Description**

Outcome Description

Intermediate Algebra (Devl 0310) students will demonstrate their ability to solve quadratic equations by factoring methods.

## **Outcome Strategy**

Implementation Strategy

Lectures, class discussions, examples, and online (or paper) homework assignments will be used to teach students to successfully solve quadratic equations by factoring.

## **Outcome Method**

Assessment Method

All Devl 0310 instructors will include on Final Exams 5 or more quadratic equations that can be solved by factoring (not counting any word problems that may also result in quadratic equations). Students will be deemed successful at this skill if they earn 70% of the points allotted to this topic on the Final Exam.

## **Outcome Criterion**

Criterion (Expected Outcome)

70% of a sampling of Intermediate Algebra students chosen from each TVCC campus which offers these courses will demonstrate success at solving quadratic equations by earning at least 70% of the points allotted to this topic on their Final Exam. Since Finals are departmental the same types of quadratic equations should be used to judge each student's success.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

General Education Outcomes

Relationship to General Education Outcomes

GENERAL ED - 5.3--To understand mathematical information and utilize mathematical skills.

This is a basic mathematical skill.

## **Outcome Results**

79.85% success, so goal was met

## **Outcome Distance Learning Results**

79.85% success, so goal was met

## **Planned Improvement as an Outcome Result**

none

## **Planned Distance Learning Improvement as an Outcome Result**

Gain artificially high because of high drop rate. if all students were included, it was 8.06%

# Developmental Reading Education

**Plan Period:** FY15

**Outcome ID#:** 8001

## **Outcome Description**

Outcome Description

Reading students will demonstrate that they can find the main idea in a paragraph or longer passage.

## **Outcome Strategy**

Implementation Strategy

This will be accomplished through classroom lectures, oral discussions and practice exercises, readings from the textbook and computer generated exercises online from their reading lab. The instructor will model reading techniques for the students centered on locating the main ideas in paragraphs and longer materials. A pretest will be given during the first week of classes. Results will be handed to each student so they can see where they are weak in reading skills.

## **Outcome Method**

Assessment Method

Mastery tests covering the skill of finding the main idea will be given and their results discussed with them. Near the end of the semester a post test will be given to see if the student has mastered the skill. A final exam will be given that covers all the skills taught from the textbook during the semester. Students will also be tested online in their computer labs. Daily review tests will be given for that skill and written practice exercises will be graded and discussed in order to show the student where their answers were wrong.

## **Outcome Criterion**

Criterion (Expected Outcome)

At least 60% of all the reading students will improve scores on the posttest when compared to the pretest.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

General Education Outcomes

Relationship to General Education Outcomes

General Education Outcomes

Relationship to General Education Outcomes

Reading comprehension is the foundation for all subsequent courses.

## **Outcome Results**

77.17%, so goal was met

## **Outcome Distance Learning Results**

77.17%, so goal was met

## **Planned Improvement as an Outcome Result**

all of the LEAPS will change in this area as we move to INRW

## **Planned Distance Learning Improvement as an Outcome Result**

all of the LEAPS will change in this area as we move to INRW



# Developmental Reading Education

**Plan Period:** FY15

**Outcome ID#:** 8002

## **Outcome Description**

Outcome Description

Students will be able to recognize the major and minor details in a paragraph or longer passage

## **Outcome Strategy**

Implementation Strategy

This will be accomplished through classroom lectures, oral discussions and practice exercises, readings from the textbook and computer generated exercises online from their reading lab. The instructor will model reading techniques for the students centered on locating the main ideas in paragraphs and longer materials. A pretest will be given during the first week of classes. Results will be handed to each student so they can see where they are weak in reading skills.

## **Outcome Method**

Assessment Method

Mastery tests covering the skill of finding major and minor details idea will be given and their results discussed with them. Near the end of the semester a post test will be given to see if the student has mastered the skill. A final exam will be given that covers all the skills taught from the textbook during the semester. Students will also be tested online in their computer labs. Daily review tests will be given for that skill and written practice exercises will be graded and discussed in order to show the student where their answers were wrong.

## **Outcome Criterion**

Criterion (Expected Outcome)

At least 60% of the students will be able to recognize the supporting details in a paragraph or longer passage.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

General Education Outcomes

Relationship to General Education

Outcomes General Education Outcomes

Relationship to General Education Outcomes

GENERAL ED - 5.2--To improve reading skills focused on comprehending, analyzing, interpreting, and evaluating printed materials.

## **Outcome Results**

76.09%, so goal met

## **Outcome Distance Learning Results**

76.09%, so goal met

**Planned Improvement as an Outcome Result**

all of the LEAPS will change in this area as we move to INRW

**Planned Distance Learning Improvement as an Outcome Result**

all of the LEAPS will change in this area as we move to INRW

# Developmental Reading Education

**Plan Period:** FY15

**Outcome ID#:** 8003

## **Outcome Description**

Outcome Description

Reading students will improve their overall comprehension scores in all areas of the six skills taught during this semester.

## **Outcome Strategy**

Implementation Strategy

This will be accomplished through classroom lectures, oral discussions and practice exercises, readings from the textbook and computer generated exercises online from their reading lab. The instructor will model reading techniques for the students centered on locating the main ideas in paragraphs and longer materials. A pretest will be given during the first week of classes. Results will be handed to each student so they can see where they are weak in reading skills

## **Outcome Method**

Assessment Method

Mastery tests covering the skill of finding the main idea will be given and their results discussed with them. Near the end of the semester a post test will be given to see if the student has mastered the skill. A final exam will be given that covers all the skills taught from the textbook during the semester. Students will also be tested online in their computer labs. Daily review tests will be given for that skill and written practice exercises will be graded and discussed in order to show the student where their answers were wrong

## **Outcome Criterion**

Criterion (Expected Outcome)

70% of the reading students will improve their overall reading comprehension.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

General Education Outcomes

Relationship to General Education

Outcomes General Education Outcomes

Relationship to General Education Outcomes

GENERAL ED - 5.2--To improve reading skills focused on comprehending, analyzing, interpreting, and evaluating printed materials

## **Outcome Results**

70.79% successful, so goal was met

## **Outcome Distance Learning Results**

70.79% successful, so goal was met

## **Planned Improvement as an Outcome Result**

all of the LEAPS will change in this area as we move to INRW

**Planned Distance Learning Improvement as an Outcome Result**

all of the LEAPS will change in this area as we move to INRW

# Developmental Writing Education

**Plan Period:** FY15

**Outcome ID#:** 7998

## Outcome Description

LEAP One

Students will demonstrate writing skills (including grammar, mechanics, and spelling) in order to correctly convey information. This includes the following skills: ensuring the agreement of parts of speech such as nouns, pronouns and verbs; correct word choice: combining simple clauses into compound and complex constructions; appropriate transition words; parallel series within a sentence in number and construction; and avoiding redundancy.

## Outcome Strategy

Implementation Strategy

Implementation Strategy

Examples and models will be used to demonstrate recognition of appropriate elements within a composition. Students will review grammatical sentence structure from adopted textbook, student's portfolios, newspaper articles, and THEA practice material. Students will incorporate these ideas through essay writing and receive weekly feedback from the instructor before the next essay is composed.

## Outcome Method

Assessment Method

The instructor will evaluate the students' success through the Developmental Writing Rubric (see below).

At least sixty percent of Developmental Writing II students will be able to enroll in English 1301 if they score seventy-five percent or better on the posttest and receive a score of three or better (1-4) on the Competency Exam administered to all students of Developmental 03.00 and 0301 at the completion of the course. The score is determined by holistic grading using the writing rubric (see below)

## Outcome Criterion

Criterion (Expected Outcome)

1. Contents: are ideas well developed and applied? Are the ideas sufficiently original? Is there a central purpose? Are concepts and terminology appropriate and clear? Are the critical thinking functions of the field or discipline used well?

\_\_\_ Does the paper contain the type of content assigned?

\_\_\_ Is the idea developed from the students own thinking?

\_\_\_ Is the idea developed using appropriate thinking (e.g., summary, analysis, etc.?)

2. Supporting Details: Are there adequate and appropriate details (e.g., quotations, paraphrases, examples, stories, statistics, graphics, or a bibliography)? Do they support the papers central concepts? Are the details well explained and connected to the concepts?

3. Audience/Style: Does the writing show evidence of consideration of its audience? Does it use an appropriate academic or professional tone? Does it speak in an appropriate voice to its audience?

4. Organization: Does the paper have a central subject of argument? Are there clear, separate topics and/or sections that start with appropriate topic sentences?

## Strategic Plan Relationship/General Education Goal

## Enhance Learning

### 5.1.3 Academic Success, 5.3.5 Distance Education

#### General Education Outcomes

GENERAL ED - 5.1--To communicate clearly and effectively in both oral and written English

GENERAL ED - 5.2--To improve reading skills focused on comprehending, analyzing, interpreting, and evaluating printed materials.

GENERAL ED - 5.10--To develop skills and strategies to become an engaged learner.

#### Relationship to General Education Outcomes

A. Written communication: Standard grammar is vital to college survival. Students that practice standard language skills are able to answer essay style exam questions.

B. Critical Thinking: Critical thinking is required in written communication in order to take the parts of grammatical structures and transform them into effective communication.

C. Computer Literacy: Students will write most of their assignments on laboratory computers in order to prepare them for computer use in the real world.

### **Outcome Results**

79% successful, so goal was met.

### **Outcome Distance Learning Results**

79% successful, so goal was met.

### **Planned Improvement as an Outcome Result**

We will be reevaluating all goals as we move to INRW

### **Planned Distance Learning Improvement as an Outcome Result**

We will be reevaluating all goals as we move to INRW

# Developmental Writing Education

**Plan Period:** FY15

**Outcome ID#:** 7999

## **Outcome Description**

### Outcome Description

Students will learn elements of good paragraph formation: generating a topic by responding to a prompt by effectively constructing thoughts of structure and progression; writing multi-paragraph essays in an appropriate mode for a particular purpose and audience. Student essays will be collected in individual folders so that students may continually view progression of their writing

## **Outcome Strategy**

### Implementation Strategy

After receiving feedback from instructor in sentence building and paragraph formation using examples of well-written models, students will peer-edit classmates' essays using Developmental Writing Rubric (see below in Criterion).

## **Outcome Method**

### Assessment Method

### Assessment Method

After receiving feedback from instructor in sentence building and paragraph formation using examples of well-written models, students will peer-edit classmates' essays using Developmental Writing Rubric (see below in Criterion).

## **Outcome Criterion**

Criterion (Expected Outcome)

Criterion (Expected Outcome)

Rubric for Developmental Writing I and II Essays

Score 4 Ideas are insightful and clear with a strong focus and the paper is well organized. The organizational pattern is interesting, original and provides the piece with an introduction that hooks the reader and carries the piece to a satisfying conclusion. Sentences and words are clear and vivid. The writer's voice and tone consistently sustain the reader's interest. Score 3 Ideas are straightforward and clear with recognizable focus. The essay supports most ideas with effective examples and details. Score 2 Wavers in purpose and incompletely addresses assigned topic or directions; underdeveloped and lacks organization. Score 1 Lacks focus and coherence. The pattern and development of the topic are confusing. Point of view may shift in a confusing way.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

General Education Outcomes

Relationship to General Education Outcomes

Relationship to General Education Outcomes

1. Written communication: Standard grammar is vital to college survival. Students that practice standard language skills are able to answer essay style exam questions.
2. Critical Thinking: Critical thinking is required in written communication in order to take the parts of grammatical structures and transform them into effective communication.
3. Computer Literacy: Students will write most of their assignments on laboratory computers in order to prepare them for computer use in the workplace.
4. Reading Comprehension: In order to write well, a student must be able to read examples of good writing and

adapt those writing practices.

**Outcome Results**

73% successful, so goal was met.

**Outcome Distance Learning Results**

73% successful, so goal was met

**Planned Improvement as an Outcome Result**

We will be reevaluating all goals as we move to INRW

**Planned Distance Learning Improvement as an Outcome Result**

We will be reevaluating all goals as we move to INRW



# Developmental Writing Education

**Plan Period:** FY15

**Outcome ID#:** 8000

## **Outcome Description**

Outcome Description

Students will learn the elements of good paragraph formation with emphasis on a topic sentence that will effectively and constructively organized thoughts of structure and progression.

## **Outcome Strategy**

Implementation Strategy

After receiving instruction in sentence building, students will incorporate a main idea with relating details to elaborate the point through a one paragraph formation

## **Outcome Method**

Assessment Method

Through in class writing assignments, students will use details to support the thesis or purpose of the paragraph. The paragraph will be reviewed and graded for content, supporting details, and proper mechanics as deemed in the writing rubric:

1. Content: Are ideas developed, applied, original, and with a central purpose?
2. Supporting Details: Are there adequate and appropriate details to support the paragraphs purpose?
3. Organization: Does the paragraph have a central focus, subject or argument?

## **Outcome Criterion**

Criterion (Expected Outcome)

Criterion (Expected Outcome)

At least sixty percent of the Developmental Writing II students will be ready to enroll in English 1301 after a final writing sample is given and graded according to the Developmental Writing I and II Rubric (see below) by members of the grading committee. This committee is representative of full-time and adjunct English faculty.

Developmental Writing Rubric for Levels I and II

1. Contents: are ideas well developed and applied? Are the ideas sufficiently original? Is there a central purpose? Are concepts and terminology appropriate and clear? Are the critical thinking functions of the field or discipline used well?
2. Supporting Details: Are there adequate and appropriate details (e.g., quotations, paraphrases, examples, stories, statistics, graphics, or a bibliography)? Do they support the papers central concepts? Are the details well explained and connected to the concepts?
3. Audience/Style: Does the paper show evidence of consideration of its audience? Does it use an appropriate academic or professional tone?

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

General Education Outcomes

Relationship to General Education Outcomes

General Education Outcomes

GENERAL ED - 5.1--To communicate clearly and effectively in both oral and written English

GENERAL ED - 5.2--To improve reading skills focused on comprehending, analyzing, interpreting, and evaluating

printed materials.

GENERAL ED - 5.10--To develop skills and strategies to become an engaged learner.

Relationship to General Education Outcomes

Relationship to General Education Outcomes

This project addresses four of TVCC's General Education Outcomes:

1. Written communication: Standard grammar is vital to college survival. Students that practice standard language skills are able to answer essay style exam questions.

2. Critical Thinking: Critical thinking is required in written communication in order to take the parts of grammatical structures and transform them into effective communication.

3. Computer Literacy: Students will write most of their assignments on laboratory computers in order to prepare them for computer use in the workplace.

4. Reading Comprehension: In order to write well, a student must be able to read examples of good writing and adapt those writing practices

### **Outcome Results**

73% successful, so goal was met.

### **Outcome Distance Learning Results**

73% successful, so goal was met

### **Planned Improvement as an Outcome Result**

We will be changing all goals as we move to INRW

### **Planned Distance Learning Improvement as an Outcome Result**

We will be changing all goals as we move to INRW

# English Education

**Plan Period:** FY15

**Outcome ID#:** 7635

## **Outcome Description**

Demonstrate knowledge of individual and collaborative writing processes based on selected readings.

## **Outcome Strategy**

Students will work in groups to prepare a written report analyzing the data given and answering questions given. Papers will be graded for mechanics, structure, content, logic and accuracy. Teamwork will be evaluated for participation, synthesis of work and sharing work. Students are to self-analyze, link the class to real life, pursue activities to expand their knowledge, a plan of improvement and a topic of interest related to the topic

## **Outcome Method**

Peer-reviewed research papers will be collected from each student near the end of the semester and will be evaluated for communication according to a rubric maintained on file.

## **Outcome Criterion**

60% of the students will demonstrate a passable level of competence in their peer-reviewed research paper.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.3 Academic Success, 5.3.5 Distance Education

This outcome relates to students ability to engage in communication, as developing ideas, crafting readable, grammatically and mechanically correct sentences, and writing with an operational awareness of audience expectations.

This outcome relates to students ability to engage in critical thinking, as generating theses, finding relevant and accurate support for said theses, evaluating counterclaims and counter-support, and synthesizing various perspectives.

This outcome relates to students ability to engage in teamwork, as subjecting peer's submissions to constructively critical review, offering feedback, and implementing feedback in the development of a final product for submission.

This outcome relates to students ability to demonstrate personal responsibility, as handling source materials in keeping with legal and ethical bounds.

## **Outcome Results**

More of our embedded faculty needed to report their data for all English programs. Our division faculty were better reporting the data than last year, yet more work needs to be done.

## **Outcome Distance Learning Results**

More of our embedded faculty needed to report their data for all English programs. Our division faculty were better at reporting the data than last year. This coming year, the faculty will be forewarned to separate the data from face to face classes and distance offerings.

## **Planned Improvement as an Outcome Result**

This coming year, the faculty will be forewarned to separate the data regarding face to face classes and distance offerings.

## **Planned Distance Learning Improvement as an Outcome Result**

This coming year, the faculty will be forewarned to separate the data regarding face to face classes and distance offerings.

# Legal Assistant Technology Education

**Plan Period:** FY15

**Outcome ID#:** 7833

## **Outcome Description**

Students enrolled in Interviewing and Investigation will learn how to obtain information from various sources to benefit their case.

## **Outcome Strategy**

Students will have assignments and hands-on exercise to obtain the desired outcome.

## **Outcome Method**

Projects, Assessments, Activities, Assignments and tests will be administered to the students thought the semester to determine the student's level of achievement of the desired outcome.

## **Outcome Criterion**

Sixty percent of students assessed will be able to achieve a minimum score of 70 or above on the desired learning outcome.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success, 5.3.5 Distance Education

This outcome is related to the student's ability to communicate effectively through written English. The students will have to read a written test and assignments/reviews and comprehend questions/problems to answer successfully.

## **Outcome Results**

Eighty eight per cent (88%) of the students assessed scored at least seventy percent (70%) accuracy when assessed on this learning outcome. This is for Face to Face only students we have no distance education students in this class.

## **Outcome Distance Learning Results**

Sixty eight per cent (68%) of the students assessed scored at least seventy percent (70%) accuracy when assessed on this learning outcome. This is for Face to Face only students we have no distance education students in this class

## **Planned Improvement as an Outcome Result**

No changes recommended for this objective as a result of the success rate of the students.

## **Planned Distance Learning Improvement as an Outcome Result**

Try to engage students more with the completion of their homework assignments.

# Legal Assistant Technology Education

**Plan Period:** FY15

**Outcome ID#:** 7834

## **Outcome Description**

Students enrolled in the Family Law class should be able to recognize general principles of family law and apply it to individual clients in their office.

## **Outcome Strategy**

Students will have class discussion, assignments and hands-on exercises to obtain the desired outcome.

## **Outcome Method**

Projects, Assessments, Activities, Assignments and tests will be administered to the students throughout the semester to determine the student's level of achievement of the desired outcome.

## **Outcome Criterion**

Sixty percent of students assessed will be able to achieve a minimum of score of 70 or above on the desired learning outcome

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success, 5.3.5 Distance Education

This outcome is related to the student's ability to communicate through written English. The students will have to read a written test and comprehend the questions/problems to answer successfully.

## **Outcome Results**

Eighty per cent (80%) of the students assessed scored at least seventy percent (70%) accuracy when assessed on this learning outcome. This is for Face to Face students.

## **Outcome Distance Learning Results**

N/A

## **Planned Improvement as an Outcome Result**

No changes recommended for this objective.

## **Planned Distance Learning Improvement as an Outcome Result**

N/A

# Legal Assistant Technology Education

**Plan Period:** FY15

**Outcome ID#:** 7835

## **Outcome Description**

Students enrolled in the Criminal Law and Procedure class will recognize elements of offices and how a criminal case proceeds through the judicial system and apply those concepts to their individual clients.

## **Outcome Strategy**

Students will have class discussion, assignments and hands-on exercises to obtain the desired outcome.

## **Outcome Method**

Projects, Assessments, Activities, Assignments and tests will be administered to the students thought the semester to determine the students level of achievement of the desired outcome.

## **Outcome Criterion**

Sixty percent of students assessed will be able to achieve a minimum of score of 70 or above on the desired learning outcome.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success, 5.3.5 Distance Education

This outcome is related to the student's ability to communicate through written English. The students will have to read a written test and comprehend the questions/problems to answer successful.

## **Outcome Results**

N/A

## **Outcome Distance Learning Results**

Ninety two per cent (92%) of the students assessed scored at least seventy percent (70%) accuracy when assessed on this learning outcome. This is for Internet students.

## **Planned Improvement as an Outcome Result**

N/A

## **Planned Distance Learning Improvement as an Outcome Result**

No changes recommended for this objective because of the number of students successfully completing the objective.

# Management Education

**Plan Period:** FY15

**Outcome ID#:** 7838

## **Outcome Description**

Students will discuss personnel planning, methods for recruiting job candidates and the main components of talent 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/General Education Goal**

Enhance Learning

5.1.4 Workforce Success, 5.3.5 Distance Education

This outcome relates to the students to comprehend, analyze, interpret and evaluate printed materials. The students will have to use the above General Education Outcomes to be successful when planning personnel, recruiting and talent management in their organization.

## **Outcome Results**

Lecture: Fourteen students took Exam 1, which covers personnel planning and methods for recruiting job candidates. Eleven students met the objective by making a score of 70 or better. The overall class objective was met because 79% of the class members who took the exam met the learning outcome.

## **Outcome Distance Learning Results**

27 students took Exam 1, which covers personnel planning and methods for recruiting job candidates. Fourteen students met the objective by making a score of 70 or better. The overall class objective was not met because only 52% of the class members who took the exam met the learning outcome.

## **Planned Improvement as an Outcome Result**

I will continue to teach and engage the class as before, because of the positive results of the students in this class that met the learning outcome.

## **Planned Distance Learning Improvement as an Outcome Result**

I will update the study guide for the material that the online students will review as they cover this learning outcome and prepare to take Exam 1.



# Management Education

**Plan Period:** FY15

**Outcome ID#:** 7839

## **Outcome Description**

Students will explain what practical steps managers can take to improve ethical decision making in the work environment.

## **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/General Education Goal**

Enhance Learning

5.1.4 Workforce Success, 5.3.5 Distance Education

This outcome relates to the students to comprehend, analyze, interpret and evaluate printed materials. The students will have to use the above General Education Outcomes to be successful when making ethical decisions in the work environment.

## **Outcome Results**

Lecture: Nine students took Exam 1, which covers practical steps managers can take to improve ethical decision making in the work environment. Five students met the objective by making a score of 70 or better. The overall class objective was not met since only 56% of the class met the learning outcome.

## **Outcome Distance Learning Results**

22 students took Exam 1, which covers practical steps managers can take to improve ethical decision making in the work environment. Sixteen students met the objective by making a score of 70 or better. The overall class objective was not met since only 73% of the class met the learning outcome.

## **Planned Improvement as an Outcome Result**

Lecture: I will emphasize the ethical decision making more by using different scenarios for the class to complete individually and then in small groups.

## **Planned Distance Learning Improvement as an Outcome Result**

I will emphasize the ethical decision making more by using different scenarios for the students to complete as one of their chapter homework assignments.

# Office Administration Education

**Plan Period:** FY15

**Outcome ID#:** 7860

## **Outcome Description**

After completing POFI 2401 Word Processing I, the student will be able to create and format a table.

## **Outcome Strategy**

An understanding of the desired outcome by the students will be gained through reading the textbook, chapter exercises, and completing a project covering the topic of the learning outcome.

## **Outcome Method**

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

## **Outcome Criterion**

A minimum of 80% of the students will be able to achieve 70 or above on the assessment activity of the desired learning outcome.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success, 5.3.5 Distance Education

The outcome relates to the student's ability to learn the functions of Word 2013 and apply them and follow directions correctly.

## **Outcome Results**

Eighty-six per cent (86%) of all the students assessed scored at least seventy percent (70%) accuracy when assessed on this learning outcome. This is for Face to Face students only.

## **Outcome Distance Learning Results**

Eighty-eight per cent (88%) of all the students assessed scored at least seventy percent (70%) accuracy when assessed on this learning outcome. This is for internet students only.

## **Planned Improvement as an Outcome Result**

No changes anticipated for the face to face class since all student met the criteria.

## **Planned Distance Learning Improvement as an Outcome Result**

No changes anticipated for the face to face class since all student met the criteria.

# Office Administration Education

**Plan Period:** FY15

**Outcome ID#:** 7861

## **Outcome Description**

After completing POFI 2440 Advanced Word Processing the student will be able to create and merge letters, envelopes, and labels.

## **Outcome Strategy**

An understanding of the desired outcome by the students will be gained by reading the textbook, completing practice exercises, and completing the skills exercises at the end of the chapter.

## **Outcome Method**

An assessment of the desired learning outcome will be determined by students completing the assigned problems, and completing a project at the end of the chapter.

## **Outcome Criterion**

Eighty percent of the students that complete the skills assessment will be able to achieve a score of 70 or higher to demonstrate an understanding of the desired learning outcome.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success, 5.3.5 Distance Education

This outcome relates the student's ability to comprehend, analyze, interpret, and evaluate printed materials, and implement understanding of Word 2013 to achieve desired results.

## **Outcome Results**

N/A

## **Outcome Distance Learning Results**

Eighty-six per cent (86) of all the students assessed scored at least seventy percent (70%) accuracy when assessed on this learning outcome. This is for Internet students only.

## **Planned Improvement as an Outcome Result**

N/A

## **Planned Distance Learning Improvement as an Outcome Result**

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

# Office Administration Education

**Plan Period:** FY15

**Outcome ID#:** 7862

## **Outcome Description**

After completing POFT 2312, students will be able to create an effective resume.

## **Outcome Strategy**

Students will gain an understanding of the desired outcome by reading the textbook, attending class lectures, creating practice resumes, and

## **Outcome Method**

An assessment of the desired outcome will be determined by students completing assignments on the learning outcome, examinations, and a project covering the topic of the learning outcome.

## **Outcome Criterion**

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

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success, 5.3.5 Distance Education

This outcome relates the student's ability to comprehend, analyze, interpret, and evaluate printed materials.

## **Outcome Results**

N/A

## **Outcome Distance Learning Results**

Eighty-five per cent (85) of all the students assessed scored at least seventy percent (70%) accuracy when assessed on this learning outcome. This is for Internet students only.

## **Planned Improvement as an Outcome Result**

N/A

## **Planned Distance Learning Improvement as an Outcome Result**

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

# Teaching Education

**Plan Period:** FY15

**Outcome ID#:** 7806

**Outcome Description**

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

**Outcome Strategy**

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

**Outcome Method**

Assessment will be determined by a specifically developed examination to be given after the presentation of material covering the desired outcome.

**Outcome Criterion**

80% of the students will show mastery of 60% of the examination.

**Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success, 5.3.5 Distance Education

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

**Outcome Results**

\*\*51 students tested or 98 % made 60 or above-  
3 out of 5 questions answered correctly.

\*\*\* 1 students tested or 2 % failed.

**Outcome Distance Learning Results**

\*\* 21 students tested or 95 % made 60 or above-  
3 out of 5 questions answered correctly.

\*\*\* 1 students tested or 5 % failed.

**Planned Improvement as an Outcome Result**

None

**Planned Distance Learning Improvement as an Outcome Result**

None

# Teaching Education

**Plan Period:** FY15

**Outcome ID#:** 7807

**Outcome Description**

Students will understand the concepts "tracking" and "detracking" in the public school system.

**Outcome Strategy**

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

**Outcome Method**

Assessment will be determined by a specifically developed examination to be given after the presentation of material covering the desired outcome.

**Outcome Criterion**

80% of the students will show mastery of 60% of the examination.

**Strategic Plan Relationship/General Education Goal/General Education Goal**

Enhance Learning

5.1.4 Workforce Success, 5.3.5 Distance Education

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

**Outcome Results**

\*\*49 students tested or 94 % made 60 or above-  
3 out of 5 questions answered correctly.

\*\*\* 3 students tested or 6 % failed.

**Outcome Distance Learning Results**

\*\* 21 students tested or 95 % made 60 or above-  
3 out of 5 questions answered correctly.

\*\*\* 1 students tested or 5 % failed.

**Planned Improvement as an Outcome Result**

None

**Planned Distance Learning Improvement as an Outcome Result**

None

# Teaching Education

**Plan Period:** FY15

**Outcome ID#:** 7808

## **Outcome Description**

Students will analyze some of the major philosophies of education and recognize how those are reflected in school practices today.

## **Outcome Strategy**

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

## **Outcome Method**

Assessment will be determined by a specifically developed examination to be given after the presentation of material covering the desired outcome.

## **Outcome Criterion**

80% of the students will show mastery of 60% of the examination.

## **Strategic Plan Relationship/General Education Goal/General Education Goal**

Enhance Learning

5.1.4 Workforce Success, 5.3.5 Distance Education

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

## **Outcome Results**

\*\*44 students tested or 90 % made 60 or above-  
3 out of 5 questions answered correctly.  
\*\*\* 5 students tested or 10 % failed.

## **Outcome Distance Learning Results**

\*\* 18 students tested or 86 % made 60 or above-  
3 out of 5 questions answered correctly.  
\*\*\* 3 students tested or 14 % failed.

## **Planned Improvement as an Outcome Result**

None

## **Planned Distance Learning Improvement as an Outcome Result**

None

# Teaching Education

**Plan Period:** FY15

**Outcome ID#:** 7809

## **Outcome Description**

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

## **Outcome Strategy**

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

## **Outcome Method**

Assessment will be determined by a specifically developed examination to be given after the presentation of material covering the desired outcome.

## **Outcome Criterion**

80% of the students will show mastery of 60% of the examination.

## **Strategic Plan Relationship/General Education Goal/General Education Goal**

Enhance Learning

5.1.4 Workforce Success, 5.3.5 Distance Education

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

## **Outcome Results**

\*\*44 students tested or 90 % made 60 or above-  
3 out of 5 questions answered correctly.

\*\*\* 5 students tested or 10 % failed.

## **Outcome Distance Learning Results**

\*\* 21 students tested or 95 % made 60 or above-  
3 out of 5 questions answered correctly.

\*\*\* 1 students tested or 5 % failed.

## **Planned Improvement as an Outcome Result**

None

## **Planned Distance Learning Improvement as an Outcome Result**

None



# TDCJ Educational Plans

# TDCJ AC/Refrigeration Education

**Plan Period:** FY15

**Outcome ID#:** 7841

## **Outcome Description**

All students will be able to individually demonstrate an understanding of the Principles of Air Conditioning and Refrigeration. Students will be able to identify basic tools, work with copper tubing, bending, brazing and soldering as well as working with electrical meters and other tools of the trade.

## **Outcome Strategy**

Students will:

Attend classes when scheduled

Use interactive software

Observe training videos

Study from textbooks

Hands on shop projects

## **Outcome Method**

Each student in A/C and Refrigeration will be evaluated using locally developed test along with the performance skills objectives and demonstrate an acceptable level of course curriculum

## **Outcome Criterion**

80% of all students will have obtained an acceptable level of performance and understanding in this course

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

Approximately 80% of the students have mastered the curriculum as this is reflected in their test scores. Being able to use interactive software, hands on training as well as textbooks has enabled us to evaluate the students successfully.

## **Outcome Results**

After evaluating the students and their performance in the class we have been able to make some adjustments on the curriculum as well as add more shop time which will prove beneficial to the learning outcomes for the students

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

Being open minded helps to see where we need to improve. As a result of listening to the needs at hand we have been able to adjust our program to benefit the students as they make their way through the learning process.

## **Planned Distance Learning Improvement as an Outcome Result**

# TDCJ AC/Refrigeration Education

**Plan Period:** FY15

**Outcome ID#:** 7842

## **Outcome Description**

All students enrolled in the A/C Controls class will be able to demonstrate an understanding of the curriculum being offered, learn how to install, adjust, calibrate and repair most controls used in the industry.

## **Outcome Strategy**

Students will:

Attend classes when scheduled

Use interactive software

Observe training videos and power point presentations

use a variety of resources and materials

Hands on shop projects

## **Outcome Method**

We will evaluate each student throughout the cycle using testing methods as well as demonstrate working knowledge of task projects

## **Outcome Criterion**

An estimated 80% of all students will have mastered an acceptable level of performance which is 75% or better in demonstrating an understanding of their knowledge.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

In observing the students we have found that about 80% have comprehended the curriculum covered in this course which is reflected in there test scores.

## **Outcome Results**

After studying the needs of the students we have been able to adjust our curriculum as well as their shop time hands on projects which will prove beneficial to help the learning process.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

Being open minded and listening to the needs at hand always helps. As we have made some minor changes in our program we are beginning to see some improvements in the students learning abilities which is also helping on their testing scores.

## **Planned Distance Learning Improvement as an Outcome Result**

# TDCJ AC/Refrigeration Education

**Plan Period:** FY15

**Outcome ID#:** 7843

## **Outcome Description**

Students enrolled in the Gas and Electric heating course will be able to troubleshoot and repair the equipment effectively as well as accurately size equipment by calculating heat loads, and also learn installation techniques.

## **Outcome Strategy**

Students will:  
Attend classes daily  
Use interactive software  
Perform hands on training  
Use textbooks and other resources

## **Outcome Method**

Each student will be evaluated by using written tests and the ability to demonstrate their skills learned in training on the hands on trainers

## **Outcome Criterion**

Approximately 85% of the students will have achieved an acceptable level of performance pertaining to the curriculum in this course.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning  
5.1.4 Workforce Success

In observing the students we are finding about 85% are comprehending the subject matter being taught. This is reflected in their test scores and ability to complete hands on tasks.

## **Outcome Results**

There is a lot of ground to cover in the Heating cycle. After stepping back and taking a look at our program we are seeing ways to be more efficient in our teaching methods. Being able to equal our class time with our shop time will prove to be beneficial to the learning process for the students.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

We are already seeing some improvements as the students seem to be comprehending more and struggling less. Stepping back and analyzing and acting upon the needs at hand can sure make a difference in the learning process.

## **Planned Distance Learning Improvement as an Outcome Result**

# TDCJ Auto Body Education

**Plan Period:** FY15

**Outcome ID#:** 7974

**Outcome Description**

The student will have the skill to properly mask a car so the car can be primed and painted.

**Outcome Strategy**

The students will have a classroom lecture and a video from 3M. The instructor will give a hands-on demonstration.

**Outcome Method**

The student will be able to apply masking tape and masking paper to a car so the car can be painted.

**Outcome Criterion**

85% of the students will be able to finish the task.

**Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

This outcome relates to the students ability to seek gainful employment in the workforce upon release.

**Outcome Results**

Students have completed the task by hands on refinishing and training on projects.

**Outcome Distance Learning Results**

**Planned Improvement as an Outcome Result**

No changes are needed at this time.

**Planned Distance Learning Improvement as an Outcome Result**

# TDCJ Auto Body Education

**Plan Period:** FY15

**Outcome ID#:** 7975

**Outcome Description**

The student will have the skill to apply plastic filler to the damaged area of a vehicle.

**Outcome Strategy**

Students will have a classroom lecture and a video by the manufacturer of the plastic filler.

**Outcome Method**

The test area will be visually and physically inspected by the instructor.

**Outcome Criterion**

85% of the students will be able to perform the task without instructor supervision.

**Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

This outcome relates to the students ability to seek gainful employment in the workforce upon release.

**Outcome Results**

Students have completed task by hands on and instruction.

**Outcome Distance Learning Results**

**Planned Improvement as an Outcome Result**

No changes needed at this time.

**Planned Distance Learning Improvement as an Outcome Result**

# TDCJ Auto Body Education

**Plan Period:** FY15

**Outcome ID#:** 7976

**Outcome Description**

The student will learn the skill of repair damage to plastic panel on cars.

**Outcome Strategy**

The student will have a classroom lecture, view a video by 3M, and an instruction pamphlet.

**Outcome Method**

The test area will be visually and physically inspected by the instructor.

**Outcome Criterion**

85% of the students will be able to perform the task without instructor supervision.

**Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

**Outcome Results**

Students have completed task by hands on and classroom instruction.

**Outcome Distance Learning Results**

**Planned Improvement as an Outcome Result**

No changes are needed at this time.

**Planned Distance Learning Improvement as an Outcome Result**

# TDCJ Auto Mechanics Education

**Plan Period:** FY15

**Outcome ID#:** 7798

## **Outcome Description**

The student will be able to demonstrate how to diagnose drivability problems, perform check engine light diagnosis, and repair problems resulting from engine control units.

## **Outcome Strategy**

By correctly connecting the right leads of the test equipment to their correct places, reading the scanner, and diagnosing problems correctly.

## **Outcome Method**

1. Each student will be able to correctly connect the scanner leads to their proper places.
2. Each student must be able to read the scanner.
3. By using the scanner and other related equipment, the student must be able to diagnose and repair problems.

## **Outcome Criterion**

80% of the class will be able to connect, read, diagnose, and repair problems using the equipment and read data correctly, with at least a 90% success rate.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

This outcome relates to the students ability to seek gainful employment in the workforce upon release.

## **Outcome Results**

All goals were met.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

No changes.

## **Planned Distance Learning Improvement as an Outcome Result**



# TDCJ Auto Mechanics Education

**Plan Period:** FY15

**Outcome ID#:** 7799

**Outcome Description**

The student will be able to demonstrate the ability to diagnose ignition, fuel, and emission systems.

**Outcome Strategy**

With class lectures, class discussion, shop manuals, and other related materials to locate, diagnose, and repair specific problems.

**Outcome Method**

Each student will be able to use shop manuals and other related materials to locate, diagnose, and repair specific problems.

**Outcome Criterion**

85% of the class will be able to diagnose and repair problems, by using hand-outs, shop manuals, and other related materials with at least a 90% success rate.

**Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

This outcome relates to the students ability to seek gainful employment in the workforce upon release.

**Outcome Results**

All goals were met.

**Outcome Distance Learning Results**

**Planned Improvement as an Outcome Result**

No changes.

**Planned Distance Learning Improvement as an Outcome Result**

# TDCJ Auto Mechanics Education

**Plan Period:** FY15

**Outcome ID#:** 7800

## **Outcome Description**

The student will be able to identify and verify different complaints, types of noises, inspect for leaks...example: coolant, oil, and fuel. Determine necessary action for repairs and identifying different types of chemicals.

## **Outcome Strategy**

Using different types of test equipment. Example: volt, ohms, emission, and pressure testers and learning their uses.

## **Outcome Method**

Each student will be able to read and correctly identify each piece of equipment, and associate it with the correct function by scoring at least 85% on test.

## **Outcome Criterion**

80% of the class will be able to diagnose and repair the problems, by using hand-outs, shop manuals, and other related materials correctly with at least a 90% success rate.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

This outcome relates to the students ability to seek gainful employment in the workforce upon release

## **Outcome Results**

All goals were met.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

No changes

## **Planned Distance Learning Improvement as an Outcome Result**

# TDCJ Business Computing Education

**Plan Period:** FY15

**Outcome ID#:** 7788

## **Outcome Description**

The student will create forms from database tables, improving the looks of the data display and making data entry easier to perform as well as easier to understand. They will also learn the integration of spreadsheets and databases on the beginning level.

## **Outcome Strategy**

Students will:

View multimedia presentations

Read from a variety of sources, "textbooks and handouts

Participate in group discussion

Individually create a variety of technology projects that extend understanding of the application of technology skills Students attend lectures/demonstrations.

The instructor will work with students individually, corporately, and with groups to help ensure their success.

ALL information will be given in a manner that will engage the student to interact with the computer programs either by taking exams or reviews.

## **Outcome Method**

Methods of assessing desired student learning outcomes include:

Daily activities that relate to objectives.

Observation of student performance

Computer oriented Tests

Completion of individual projects that require application of knowledge and the use of critical thinking skills, therefore extending the breadth and depth of comprehension.

As well as demonstrating the ability to explain what they have learned.

## **Outcome Criterion**

80% of students will achieve an average grade of 75 or above on all assessment activities.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

Outcome 1 directly relates to students ability to engage in quantitative and qualitative critical thinking as well as becoming engaged in the learning process. Creating forms using Microsoft Access allows students to develop data entry skills and communicate ideas effectively in written English. Students also understand how to utilize computer-based technology to expedite the entry of data, solve problems, and communicate effectively using computer-generated documents.

## **Outcome Results**

More than 90% of the students have achieved a grade of 75% or better.

The students are also retaining more of the work than previously determined.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

We are in the process of updating our books pertaining to the HTML subject matter. This will bring them up to date with today's standards.

## **Planned Distance Learning Improvement as an Outcome Result**

# TDCJ Business Computing Education

**Plan Period:** FY15

**Outcome ID#:** 7792

## **Outcome Description**

The student will create tables using Microsoft Excel, and then integrate them with tables that have been created in either Word or Access, this will improve the use of the Microsoft Suite.

## **Outcome Strategy**

Students will:

View multimedia presentations

Read from a variety of sources, "textbooks and handouts

Participate in group discussion

Individually create a variety of technology projects that extend understanding of the application of technology skills Students attend lectures/demonstrations

The instructor will work with students individually, corporately, and with groups to help ensure their success.

ALL information will be given in a manner that will engage the student to interact with the computer programs either by taking exams or reviews.

## **Outcome Method**

Methods of assessing desired student learning outcomes include:

Daily activities that relate to objectives.

Observation of student performance

Computer oriented Tests

Completion of individual projects that require application of knowledge and the use of critical thinking skills, therefore extending the breadth and depth of comprehension.

## **Outcome Criterion**

Expected Outcome)

80% of students will achieve an average grade of 70 or above on all assessment activities

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

These outcomes directly relate to student engagement in projects that require engagement in collegiate life both academically and as a member of the college community.

This outcome will help the student with workforce training success; improving the employment rate for students enrolled in education programs.

This outcome prepares students for employment in jobs that require technology communication skills.

## **Outcome Results**

The students have improved their knowledge of the subject matter and there are at least 85% making a grade of 75% or better.

We are moving into a new age of adding tutorials on this subject matter.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

We are adding new online material to acclimate the students to the use of online navigation.

## **Planned Distance Learning Improvement as an Outcome Result**

# TDCJ Computer Information Systems Education

**Plan Period:** FY15

**Outcome ID#:** 7801

## **Outcome Description**

The Students will demonstrate the ability to Create, Save, Modify, and Display Web Pages and Web sites using an HTML editor and a Web Page Browser.

## **Outcome Strategy**

The Students will:

? attend Lectures

? read the textbooks or handouts

? watch hands-on or Multimedia demonstrations

Complete in-class and out-of-class assignments from the textbooks and or handouts.

## **Outcome Method**

Student assessment will include the following:

Instructor created exams and student performance on course assignments will be used to evaluate the student?s comprehension of computer programming structures.

## **Outcome Criterion**

75% of the students will perform at an average of 72% or above on the instructor examinations and course assignments.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

Students will gain an understanding of how to use computer technology for a accessing information and communicating that information in the design and development of their web pages.

## **Outcome Results**

Students overall performance throughout the cycle met expectations.

Over 90% of the students are performing at or above a 72% level. This indicates that our objectives are being met. Students are gaining an understanding of Creation, Saving, Modifying, and displaying web sites and html files. They are able to demonstrate the use of the Web Pages and Web sites using an HTML editor and a Web Page Browser.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

At this time, student learning outcomes appear to meet expectations so I feel no changes need to be made.

## **Planned Distance Learning Improvement as an Outcome Result**

# TDCJ Computer Information Systems Education

**Plan Period:** FY15

**Outcome ID#:** 7802

## **Outcome Description**

The Students will demonstrate an understanding of a structured computer program and how it is used to Create, Save, Modify, Compile, Execute, and display programs. They will use the three basic computer structures: Sequence, Decision, and Repetition structures as well as other programming techniques in these programs.

## **Outcome Strategy**

The Students will:

? attend Lectures

? read the textbooks or handouts

? watch hands-on or Multimedia demonstrations

Complete in-class and out-of-class assignments from the textbooks and or handouts.

## **Outcome Method**

Student assessment will include the following:

Instructor created exams and student performance on course assignments will be used to evaluate the student?s comprehension of computer programming structures.

## **Outcome Criterion**

75% of the students will perform at an average of 72% or above on the instructor examinations and course assignments.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

Students will gain an understanding of how to use computer technology for a variety of problem solving tasks to assist with their critical thinking skills while developing their computer programs. Programming will assist the student with improving their writing skills, and they must take personal responsibility to develop them.

## **Outcome Results**

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

## **Planned Distance Learning Improvement as an Outcome Result**

# TDCJ Computer Information Systems Education

**Plan Period:** FY15

**Outcome ID#:** 7803

## **Outcome Description**

The students will demonstrate an understanding of personal computer hardware, basic computer procedures, computer systems, and software needed to operate a personal computer and perform basic computer repairs. Students will demonstrate knowledge of the various computer components and their relationship to each other and tear-down, rebuild, and load a computer operating system.

## **Outcome Strategy**

The Students will:

? attend Lectures

? read the textbooks or handouts

? watch hands-on or Multimedia demonstrations

Complete in-class and out-of-class assignments from the textbooks and or handouts.

## **Outcome Method**

Student assessment will include the following:

Instructor created exams will be used to evaluate student comprehension of the computer systems and software.

Performance on course assignments will also be used to determine the student's comprehension of the computer operations and the understanding of software applications.

## **Outcome Criterion**

75% of the students will perform at an average of 72% or above on the instructor examinations and course assignments.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

## **Outcome Results**

Students overall performance throughout the cycle met expectations. Student overall averages were above the outcome percentages from these Total Students Passing with a 72 or above was just over 75 students 87% of which passed with a 75 or above.

Since 87% of the students are performing at or above a 72% level, it would appear that my objectives are being met. Students are gaining an understanding of personal computer hardware, basic computer procedures, computer systems, and software needed to operate a personal computer and perform basic computer repairs. Students will demonstrate knowledge of the various computer components and their relationship to each other and tear-down, rebuild, and load a computer operating system.

## **Outcome Distance Learning Results**

NA

## **Planned Improvement as an Outcome Result**

At this time, student learning outcomes appear to meet expectations so I feel no changes need to be made. Per Student requests on evaluations I have been spending more time on demonstrations of the computer hardware which I feel will assist them with a firmer understanding of the concepts.

## **Planned Distance Learning Improvement as an Outcome Result**

NA

# TDCJ Construction Carpentry Education

**Plan Period:** FY15

**Outcome ID#:** 7773

## **Outcome Description**

The students will demonstrate their knowledge of the proper use of the wood ruler. The students will be able to read a ruler to within 1/16th of an inch.

## **Outcome Strategy**

Using lecture, demonstrations, worksheets, and projects the students will be shown the proper use of the wood ruler.

## **Outcome Method**

The students will be assessed using test sheets and project work.

## **Outcome Criterion**

\*5% of the students will score 85% or better.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

## **Outcome Results**

We had better than 5% of the students score 85% or better on the assessment.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

We will continue to apply the methods of instruction in an attempt to increase the outcomes in the future.

## **Planned Distance Learning Improvement as an Outcome Result**



# TDCJ Construction Carpentry Education

**Plan Period:** FY15

**Outcome ID#:** 7774

## **Outcome Description**

The students will demonstrate their knowledge of general workplace safety by scoring 100% on all safety test and demonstrating the proper and safe use of the shop equipment.

## **Outcome Strategy**

The students will learn general workplace safety through lectures, videos, demonstrations, and test.

## **Outcome Method**

The students will be assessed using written exams and by demonstrating the proper use of the shop and equipment.

## **Outcome Criterion**

100% of the students will score 100% on all safety test and demonstrate the safe use of the equipment to a score of 95%.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

## **Outcome Results**

100% of the students did score 100% on all safety test and demonstrated proper safety practices in the workplace.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

We will not change our methodology because the criterion was met.

## **Planned Distance Learning Improvement as an Outcome Result**

# TDCJ Drafting Technology Education

**Plan Period:** FY15

**Outcome ID#:** 7755

## **Outcome Description**

The student will be able to construct orthographic views of mechanical parts complete with dimensions, center marks, center lines, and notations.

## **Outcome Strategy**

The student will learn through reading assignments, lectures, class discussion, demonstrations, and assignments, the necessary skills to create orthographic views.

## **Outcome Method**

Near the beginning and end of the course, students will be scored using a Rubric that evaluates their knowledge and performance of orthographic projections.

## **Outcome Criterion**

80% of the students will score a minimum of 12 out of 16 points (75%) on the assessment Rubric.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

This outcome directly relates to the students ability to engage in qualitative and quantitative critical thinking skills as the student analyzes the given views and determines what they are viewing and how it appears in the missing view. It causes the student to develop the required skills for these tasks and demonstrates that they can apply those needed skills.

## **Outcome Results**

I feel that the student performance over the past year was satisfactory.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

I feel that the goals were met and no changes to the current methods are needed.

## **Planned Distance Learning Improvement as an Outcome Result**

# TDCJ Drafting Technology Education

**Plan Period:** FY15

**Outcome ID#:** 7757

## **Outcome Description**

The student will be able to create and assemble parts using the Autodesk Inventor 3D solid modeling software.

## **Outcome Strategy**

The student will learn through reading assignments, lectures, class discussion, demonstrations, and assignments the necessary skills to create solid models.

## **Outcome Method**

An exit assignment will be administered to evaluate the students' knowledge base of the various aspects of the 3D modeling software.

## **Outcome Criterion**

80% of the students will have an exit assignment average of 75 to show a minimum level of knowledge, or that understanding is emerging or developing.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

The student's ability to engage in quantitative and qualitative critical thinking skills is demonstrated by their ability to evaluate the processes required to build the mechanical part. This will cause the student to develop the necessary skills and strategies needed to become an engaged student.

## **Outcome Results**

I am satisfied with the student outcomes for this past time period. I feel that the goals were met.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

I do not think any changes are required at this time.

## **Planned Distance Learning Improvement as an Outcome Result**

# TDCJ Drafting Technology Education

**Plan Period:** FY15

**Outcome ID#:** 7758

## **Outcome Description**

The student will be able to design and construct a complete set of construction drawings for a residential structure.

## **Outcome Strategy**

Through reading assignments, chapter's questions, lectures, demonstrations, assignments, and code handouts, the students will learn the concepts of residential design.

## **Outcome Method**

Evaluation of the various aspects of the construction documents created by the student will be used to assess the students' knowledge and abilities.

## **Outcome Criterion**

80% of the students will have an average of 75 on their main plan project to show a minimum level of knowledge.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

This directly relates to the students ability to engage in quantitative and qualitative thinking skills as they learn the codes and guidelines applicable for residential structures and demonstrate that they can apply those codes and guidelines efficiently.

## **Outcome Results**

I feel that the student goals were adequately met.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

No changes are required at this time.

## **Planned Distance Learning Improvement as an Outcome Result**

# TDCJ Drafting Technology Education

**Plan Period:** FY15

**Outcome ID#:** 7759

## **Outcome Description**

The student will be able to construct orthographic views of mechanical parts complete with dimensions, center marks, center lines, and notations.

## **Outcome Strategy**

The student will learn through reading assignments, lectures, class discussion, demonstrations, and assignments, the necessary skills to create orthographic views.

## **Outcome Method**

Near the beginning and end of the course, students will be scored using a Rubric that evaluates their knowledge and performance of orthographic projections.

## **Outcome Criterion**

80% of the students will score a minimum of 12 out of 16 points (75%) on the assessment Rubric.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

This outcome directly relates to the students ability to engage in qualitative and quantitative critical thinking skills as the student analyzes the given views and determines what they are viewing and how it appears in the missing view. It causes the student to develop the required skills for these tasks and demonstrates that they can apply those needed skills.

## **Outcome Results**

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

## **Planned Distance Learning Improvement as an Outcome Result**

# TDCJ Electrical Technology Education

**Plan Period:** FY15

**Outcome ID#:** 7775

## **Outcome Description**

Students will demonstrate an understanding of the importance of safety in the electrical field. Students will demonstrate an understanding of basic electricity theory including ohms law and rules applicable to circuit analysis of series, parallel and combination circuits. Students will also demonstrate an understanding of the National Electrical Code and how to use it to answer questions relevant to the installation of electrical systems in many different environments.

## **Outcome Strategy**

Class discussions, lectures outside reading as well as relevant text will be used to expose students to the importance of safety, basic electrical theory and the application of the National Electrical Code.  
Hands on labs will be employed where applicable.

## **Outcome Method**

All students' knowledge will be measured by daily grades, assignments and tests. An acceptable passing grade is 70.

## **Outcome Criterion**

90% of students will have an excellent understanding of Electrical safety, basic theory and the National Electrical Code.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

This outcome is directly related to student's ability to use critical thinking, good communication and teamwork in solving problems.

## **Outcome Results**

In the period from April 2014 to April 2015 a total of 199 outcome 1 grades were given. Of these 110 or 55% were A's, 59 or 30% were B's, 19 or 9% were C's and 3 or 1% were D's. There were 11 W's for 5%.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

No changes are planned at this time.

## **Planned Distance Learning Improvement as an Outcome Result**

# TDCJ Electrical Technology Education

**Plan Period:** FY15

**Outcome ID#:** 7776

## **Outcome Description**

Outcome Description

Students will demonstrate their ability to use blueprints and the National Electrical Code to install functional electrical circuits and systems in residential and commercial applications.

## **Outcome Strategy**

Class discussions, lectures outside reading as well as text will be used to give students the necessary knowledge and skills required for these applications. Hands-on labs will be used where applicable.

## **Outcome Method**

All students' knowledge and skills will be measured by the use of daily grades, assignments and test. The minimum acceptable grade is 70.

## **Outcome Criterion**

90% of students will achieve an excellent understanding of residential and commercial wiring systems.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

The outcome is directly related to student's ability for critical thinking, good communication and teamwork.

## **Outcome Results**

In the period from April 2014m to April 2015 a total of 115 outcome 2 grades were given. Of these, 43 or 37% were A's, 59 or 51% were B's, 6 Or 5% were C's and 7 or 6% were W's.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

A change of textbooks and more emphasis on these courses are planned.

## **Planned Distance Learning Improvement as an Outcome Result**

# TDCJ Electrical Technology Education

**Plan Period:** FY15

**Outcome ID#:** 7777

## **Outcome Description**

Students will demonstrate an understanding of electrical distribution, electrical calculations and basic hydraulic components and theory.

## **Outcome Strategy**

Class discussions, lectures and outside reading as well as test will be used to provide students with the knowledge and skills needed. Hands on labs will be utilized where applicable.

## **Outcome Method**

Daily work as well as hands on skills and test will be used to measure the student's mastery of the subjects. An acceptable passing score is 70.

## **Outcome Criterion**

90% of students will achieve an excellent understanding of the subjects.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

This outcome is directly related to the student's ability for critical thinking, good communication and teamwork.

## **Outcome Results**

In the same period a total of 127 outcome 3 grades were given. There were 82 or 65% A's, 34 or 27% B's, 8 or 6% were C's and 3 W's were given

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

There are no changes planned at this time.

## **Planned Distance Learning Improvement as an Outcome Result**



# TDCJ Electronics Education

**Plan Period:** FY15

**Outcome ID#:** 7789

## **Outcome Description**

Given the characteristics of DC and AC circuits, the students should be able to explain the following: Ohm's law, direct current, alternating current, electromagnetism (as it pertains to induced voltage), and capacitive and inductive reactance's.

## **Outcome Strategy**

Classroom lectures (both power point and white board math problems utilizing proper formulas), lab experiments, computer circuit simulations and hands-on circuit construction will be utilized to instruct the students in identifying the difference between DC and AC circuits.

## **Outcome Method**

The students will demonstrate their understanding of DC and AC circuits by completing their assigned homework, lab experiments, and tests with a minimum of 70% accuracy.

## **Outcome Criterion**

By using the methods previously described, at least 95% of the students will attain a high degree of electronics skills.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

Upon completion of Electronics 1, the student will have the ability to think critically, analyze ac and dc circuits, work with others developing circuits and troubleshooting, and express their circuit testing results in both written and oral communication.

## **Outcome Results**

Using computers for power point lectures and allowing student's access to power point lectures for notes after lectures has helped students to obtain all needed information. Using the white board for the purpose of giving more examples of the math portion of the lectures has helped students not only with the process of completing class problems but has helped overall math skills.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

The classroom has improved with the changes and students will be monitored for further changes as needed. I will continue to look for a lab assistant to help with circuit building and this will benefit the class in the future, however, I will not bring in an assistant until the right person for the job comes through the class.

## **Planned Distance Learning Improvement as an Outcome Result**

# TDCJ Electronics Education

**Plan Period:** FY15

**Outcome ID#:** 7790

## **Outcome Description**

Given the characteristics of semiconductors, the student will be able to explain the following; the schematic symbol, use and function of the diode, transistor, amplifier and oscillator. The student will be able to recognize the class of an amplifier by the circuit schematic.

## **Outcome Strategy**

Classroom lectures, both power point and white board math, lab experiments, computer circuit simulations and hands-on circuit construction will be utilized to instruct the students in identifying the use and function of semiconductors in electronic circuits. Circuit design and troubleshooting understanding will be illustrated at the end of the second cycle by the student designing, building and functioning circuits as assigned and troubleshooting circuits designed and built by the instructor with faulty components in circuit.

## **Outcome Method**

The students will demonstrate their understanding of solid state circuits by completing their assigned homework, lab experiments and tests with a minimum of 70% accuracy.

## **Outcome Criterion**

By using the methods previously described, at least 95% of the students will attain a high degree of electronics skills.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

Upon completion of Electronics 2, the student will have the ability to think critically, understand and analyze solid state circuits and express their circuit testing results in both written and oral communication. The student will also develop the ability to work with others on design and troubleshooting of circuits.

## **Outcome Results**

Using computers for power point lectures and allowing student's access to power point lectures for notes after lectures has helped students to obtain all needed information. Using the white board for the purpose of giving more examples of the math portion of the lectures has helped students not only with the process of completing class problems but has helped overall math skills.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

The classroom has improved with the changes and students will be monitored for further changes as needed. I will continue to look for a lab assistant to help with circuit building and this will benefit the class in the future, however, I will not bring in an assistant until the right person for the job comes through the class.

## **Planned Distance Learning Improvement as an Outcome Result**

# TDCJ Electronics Education

**Plan Period:** FY15

**Outcome ID#:** 7791

## **Outcome Description**

Given a variety of integrated circuits with their schematic symbols, the student will be able to identify logic gates, flip-flops, counters and memory ICs to determine and predict their outputs by developing truth tables. The student will be able to troubleshoot integrated circuits utilizing schematics and troubleshooting equipment.

## **Outcome Strategy**

Implementation strategy will consist of classroom lectures, lab assignments and prototyping of circuits. Following these procedures will aid the students in identifying and understanding digital circuits and circuitry.

## **Outcome Method**

The student will demonstrate their understanding of digital circuitry by completing the assigned homework, lab assignments and knowledge by testing with a minimum of 70% accuracy.

## **Outcome Criterion**

By using the methods previously described, 95% of the students will attain a high level of electronic skills.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

Upon completion of the advanced digital cycle, Electronics 3, the student will have the ability to think critically, analyze and express their circuit testing results in both written and oral communication. The students will express their ability to understand the design and function of digital circuitry by designing and troubleshooting circuits as assigned at the end of the cycle.

## **Outcome Results**

Using computers for power point lectures and allowing student's access to power point lectures for notes after lectures has helped students to obtain all needed information. Using the white board for the purpose of giving more examples of the math portion of the lectures has helped students not only with the process of completing class problems but has helped overall math skills.

## **Outcome Distance Learning Results**

### **Planned Improvement as an Outcome Result**

The classroom has improved with the changes and students will be monitored for further changes as needed. I will continue to look for a lab assistant to help with circuit building and this will benefit the class in the future, however, I will not bring in an assistant until the right person for the job comes through the class.

### **Planned Distance Learning Improvement as an Outcome Result**

# TDCJ Horticulture Education

**Plan Period:** FY15

**Outcome ID#:** 7824

**Outcome Description**

Students will be able demonstrate skills of how to properly mow a lawn.

**Outcome Strategy**

Daily lab and lecture and instructor demonstration.

**Outcome Method**

Instructor evaluation and laboratory activities.

**Outcome Criterion**

85% of students will master the skills to properly mow a lawn.

**Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

academic instruction through regular classroom and lab activities.

**Outcome Results**

90% of all students achieved all objectives.

**Outcome Distance Learning Results**

90% of all students achieved Mastery of objectives.

**Planned Improvement as an Outcome Result**

Minor changes in lab instruction to increase production.

**Planned Distance Learning Improvement as an Outcome Result**

No changes at this time.

# TDCJ Horticulture Education

**Plan Period:** FY15

**Outcome ID#:** 7825

**Outcome Description**

Students will learn how to use multiple horticulture sprayers.

**Outcome Strategy**

Instructor will lecture and demonstrate the procedures of how to calibrate and use the horticulture sprayers.

**Outcome Method**

Instructor observation, tests, worksheets, daily activities.

**Outcome Criterion**

90% of student will be able to master skills of how to calibrate and use multiple horticulture sprayers.

**Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

academic instruction through regular classroom and laboratory activity.

**Outcome Results**

95% of all students mastered all skills set to achieve.

**Outcome Distance Learning Results**

95% students achieved all skills.

**Planned Improvement as an Outcome Result**

Some changes in instructional strategies and lab procedures.

**Planned Distance Learning Improvement as an Outcome Result**

No changes at this time.

# TDCJ Horticulture Education

**Plan Period:** FY15

**Outcome ID#:** 7826

**Outcome Description**

Students will learn how to properly water a greenhouse crop throughout a growing season.

**Outcome Strategy**

Instructor demonstrate practical lab experience and classroom lecture also multimedia presentation.

**Outcome Method**

Instructor evaluation and observation. Test, work sheets and participation in laboratory activities and complete crop during the growing season.

**Outcome Criterion**

85% of students will master the skills to properly water a greenhouse crop during a growing season.

**Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

Daily classroom instruction and participation in laboratory activities.

**Outcome Results**

90% of student achieved all skills needed.

**Outcome Distance Learning Results**

90% of all students mastered all objectives.

**Planned Improvement as an Outcome Result**

Minor changes in instructional strategies to make more efficient learning.

**Planned Distance Learning Improvement as an Outcome Result**

No changes at this time.

# TDCJ Masonry Education

**Plan Period:** FY15

**Outcome ID#:** 7827

## **Outcome Description**

### Outcome Description

All students will learn the basics of masonry, brick, block, stone, etc. Learn and demonstrate the use of masonry hand tools in a correct and safe manner for proper work on projects. Learn to operate and understand the use of brick saw, mortar mixers, grinders, etc. and the safety of each

## **Outcome Strategy**

### Implementation Strategy

All or most training is hands on , one on one instructions and aid of text, manuals and videos with each student on a daily basis and following all safety requirements for on the job experience in the masonry industry with instructors assistance. Each student is set up in a real work environment as they would be on a job site.

## **Outcome Method**

### Assessment Method

Each student will be evaluated by test and project grade and the use of masonry tools. The grades are based on the accuracy of the construction of projects and the use of required trade practices while construction is being applied. A final construction project will be required to be built and graded with a 95% to 100% passing grade at completion of course before a masonry certification is issued.

## **Outcome Criterion**

### Criterion (Expected Outcome)

95% to 100% of all students (with acceptable level at 90% or above will have learned the basics of masonry to maintain gainful employment in the masonry industry. In addition, each student will have more confidence in their ability to perform masonry construction, leading them to further their knowledge in the trade practices of the masonry industry

## **Strategic Plan Relationship/General Education Goal**

### Enhance Learning

#### 5.1.4 Workforce Success

### Relationship to General Education Outcomes

Mental and physical skills applied to work they are engaging upon for the production of creativity. As the student learns masonry skills, their confidence level increases and brings out their artistic ability to build and create with their mind and body. This initiates the students to gain and take pride in their accomplishments. 90% of students have accomplished their goals and have learned the art of masonry by use of hands on training by instructor, textbooks, videos and project manuals

## **Outcome Results**

Learning by visual aids, audio, and text book training, followed by hands on practice and construction projects. Basic to advanced knowledge and understanding the use of materials and tools with more one on one training allows additional comprehension of basic trade practices for masonry construction.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

Project task is changed from basic to more advanced construction as the student completes each cycle. Additional hands on training and updated tools and learning materials have been implemented and has given the students more of an understanding of how to use the tools for a better construction outcome in the projects they are building.

## **Planned Distance Learning Improvement as an Outcome Result**

# TDCJ Masonry Education

**Plan Period:** FY15

**Outcome ID#:** 7828

## **Outcome Description**

Outcome Description

Printed up and made easy to follow masonry class project guide with hands on training for quality and quantity testing at beginning and ending of masonry course, along with one on one training by instructor and aid of textbooks, videos and test at the end of each cycle

## **Outcome Strategy**

Implementation Strategy

Students will attend classes daily and on time.

Observe training videos on bricklaying.

Observe safety videos on operating power equipment and demonstrations

## **Outcome Method**

Assessment Method

The students will be required to lay 108 bricks in a two hour period at first of class. The students will be required to lay 108 bricks in a one hour class period

## **Outcome Criterion**

Criterion (Expected Outcome)

98% to 100% are graded on speed and accuracy assuring meaningful employment in the field and gainful employment in the masonry industry

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

Relationship to General Education Outcomes

Their confidence grows and that brings out their artistic ability to build and create masonry products, and to gain self confidence in the skills they have acquired

## **Outcome Results**

Throughout the cycle, each student in masonry is evaluated and graded using hands-on training and testing as well as completion of their objectives, along with observation of their performance of skills they had learned.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

Project task is changed from basic to more advanced construction as the students completes each cycle with 95% to 98% of all students will have learned the skills in the masonry trade (acceptable level measured at 90% or above) to maintain a job in the trade upon their completion of the course.

## **Planned Distance Learning Improvement as an Outcome Result**



# TDCJ Masonry Education

**Plan Period:** FY15

**Outcome ID#:** 7829

**Outcome Description**

**Outcome Strategy**

**Outcome Method**

**Outcome Criterion**

**Strategic Plan Relationship/General Education Goal**

**Outcome Results**

**Outcome Distance Learning Results**

**Planned Improvement as an Outcome Result**

**Planned Distance Learning Improvement as an Outcome Result**

# TDCJ Welding Education

**Plan Period:** FY15

**Outcome ID#:** 7778

## **Outcome Description**

Students will be able to perform a flat butt weld, a corner weld, and a lap weld using the oxy-acetylene welding process.

## **Outcome Strategy**

Classroom discussion, reading assignments from text, observation of welding video, and instructor demonstration.

## **Outcome Method**

At the end of the cycle, each student will submit these welds to be visually inspected by the instructor. The grade will be pass/fail.

## **Outcome Criterion**

80% of the students will be able to pass the inspection of all welds by the instructor.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

## **Outcome Results**

Our goal was achieved. 80% of our students were able to pass inspection of the butt weld, the corner weld, and the lap weld by the instructor.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

Changes made as a result of the evaluation were an added emphasis on the correct oxy-acetylene torch angle for each of the different welds, and major emphasis on the correct torch adjustment to the neutral flame for this oxy-acetylene application.

## **Planned Distance Learning Improvement as an Outcome Result**

# TDCJ Welding Education

**Plan Period:** FY15

**Outcome ID#:** 7779

## **Outcome Description**

Students will be able to properly set proper amperage and air pressure on a Plasma Arc Cutting machine, and perform a drag cut on a piece of 10 gauge plate.

## **Outcome Strategy**

Classroom discussion, reading assignment from text, observation and demonstration from the instructor.

## **Outcome Method**

By the end of the cycle, each student will perform a cutting demonstration using the plasma arc cutting machine. The student will demonstrate the ability to properly set amperage, air pressure, and perform a drag cut on a piece of 10 gauge plate. The grade will be pass/fail.

## **Outcome Criterion**

85% of the students will be able to pass the demonstration test.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.4 Workforce Success

## **Outcome Results**

Our goal was achieved. 85% of our students were able to pass the demonstration test.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

Changes as a result of this evaluation were added time to educate our students on all of the settings on the plasma arc machine, and how to use those settings for various gauges and thickness of metal. Also, more emphasis was placed on educating students on the different torch parts on the machine that we use in the drag cutting process in order to safely use the torch without damaging the parts.

## **Planned Distance Learning Improvement as an Outcome Result**

# Administrative Support Plans

# Admin Computing Services Administration

**Plan Period:** FY15

**Outcome ID#:** 7977

## **Outcome Description**

A decision was made by the college administration to charge a different fee to students living in the Palestine ISD. Existing systems must be modified to accommodate/assign/collect/receipt this fee.

## **Outcome Strategy**

Steps involved in the process include (1) analysis of needs, (2) design of system, (3) creation/maintenance of database tables and (4) creation/maintenance of programs/objects to act upon said tables to achieve desired results.

## **Outcome Method**

A quantitative measurement of the progress will be made to determine when the goal is reached.

## **Outcome Criterion**

All phases must be completed by November 17, 2014, as this is the first day of Spring 2015 (semester) registration. The new fee will be assessed beginning with the Spring 2015 semester.

## **Strategic Plan Relationship/General Education Goal/General Education Goal**

Enhance the College

Goal 5.2.1 Business

This outcome relates to goal 5.2.4 because it allows the automated assessment, collection and accounting of the new fee.

## **Outcome Results**

This goal was met in full (100%). College is now able to charge, collect, receipt and post (to general ledger) the new fee.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

The Palestine ISD does not pay regular taxes, they pay only a maintenance tax. This new fee, not an actual out-of-district fee, is designed to cover the difference in the actual tax rate and the maintenance tax rate. Fees paid from students in that tax district are now more equitable with fees paid by other students.

## **Planned Distance Learning Improvement as an Outcome Result**

# Admin Computing Services Administration

**Plan Period:** FY15

**Outcome ID#:** 7978

## **Outcome Description**

A system will be created to provide student information to the National Student Clearinghouse to access subsequent enrollment information (from the Clearinghouse) then submit the data to THECB. The college is awarded two success points for each student that transfers to a university (in-state or out-of-state, public or private).

## **Outcome Strategy**

Steps involved in the process include (1) analysis of needs, (2) design of system, (3) creation/maintenance of database tables and (4) creation/maintenance of programs/objects to act upon said tables to achieve desired results.

## **Outcome Method**

A quantitative measurement of the progress will be made to determine when the goal is reached.

## **Outcome Criterion**

By the end of October 2014, analysis and design phases will be completed. The other phases should be completed by the end of December 2014.

## **Strategic Plan Relationship/General Education Goal/General Education Goal**

Enhance the College:

Goal 5.2.4 Technology

This outcome relates to goal 5.2.4 because it greatly increases the amount of information which we can share with THECB.

## **Outcome Results**

This goal has been met at 100%. Five years' worth of data was submitted to the Clearinghouse and THECB.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

Submission of student success points for these years enabled the college to receive additional monies. It is yet to be determined if the submission of this data will result in future benefits to the college.

## **Planned Distance Learning Improvement as an Outcome Result**

# Admin Computing Services Administration

**Plan Period:** FY15

**Outcome ID#:** 7979

## **Outcome Description**

Multiple systems, including student registration, degree plans, grade assignment, state reporting, will be updated by changes to the Developmental Studies and Core Curriculum. This will ensure the college complies with federal, state and college regulations relating to Developmental Studies and Core Curriculum.

## **Outcome Strategy**

Steps involved in the process include (1) analysis of needs, (2) design of system, (3) creation/maintenance of database tables and (4) creation/maintenance of programs/objects to act upon said tables to achieve desired results.

## **Outcome Method**

A quantitative measurement of the progress will be made to determine when the goal is reached.

## **Outcome Criterion**

By the end of December 2014, analysis and design phases will be completed. The other phases should be completed by the end of March 2015.

## **Strategic Plan Relationship/General Education Goal/General Education Goal**

Enhance the College

Goal 5.2.4 Technology

This outcome relates to goal 5.2.4 because it automates a great number of decisions that must presently be made outside of the systems.

## **Outcome Results**

This goal was met at 100%. All systems have been updated with the new requirements.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

The process of advisement has been greatly enhanced because of the achievement of this goal. TVCC staff can now fully determine the pathway that a student should follow to give them the greatest possibility of success.

## **Planned Distance Learning Improvement as an Outcome Result**

# Administrative Services Administration

**Plan Period:** FY15

**Outcome ID#:** 8010

## **Outcome Description**

The senior accountant will successfully transition into the director of accounting services & controller position as documented in the Controller Succession Plan approved by the president in the previous fiscal year (see 1/9/14 email).

## **Outcome Strategy**

Implement Controller Succession Plan. The position requires a high level of technical accounting expertise and a thorough understanding of the college's administrative computing system therefore the plan includes overlap personnel to allow for extensive and adequate training of the senior accountant by the controller.

## **Outcome Method**

The former controller will begin working part-time and senior accountant (new controller) will begin training and transitioning into the controller position on 1/1/15. The senior accountant will assume full controller responsibilities on 9/1/15. The

## **Outcome Criterion**

Same as assessment method.

## **Strategic Plan Relationship/General Education Goal/General Education Goal**

Enhance the College

Goal 5.2.5 Human Resources

## **Outcome Results**

The controller, senior accountant and CFO jointly agreed to accelerate the succession plan. As a result, the senior accountant assumed full controller responsibilities earlier than anticipated on 1/1/15. The former controller worked part time in a support and project role for the remainder of the fiscal year and provided significant assistance to the new controller during FY15 year-end close. The former controller will retire on or before 12/31/15.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

None.

## **Planned Distance Learning Improvement as an Outcome Result**



# Bookstore Administration

**Plan Period:** FY15

**Outcome ID#:** 8011

## **Outcome Description**

Beginning with a small selection of items, offer students more options for items they will need for their courses beyond textbooks. Have items available for sale as well as taking preorders for items and then placing an order for later delivery. Expand the number of items as needed based on feedback from students and changes in availability of electronics.

## **Outcome Strategy**

Discuss the program with vendors and other college Bookstores to determine which items would be best suited for our students. Develop procedures for payment and distribution of orders for all campuses. Place orders as needed at the beginning of each semester and as needed during the semester.

## **Outcome Method**

Compile sales figures for Fall & Spring semesters. Use sales figures to determine if any changes need to be made in the products offered.

## **Outcome Criterion**

Students will be able to purchase electronics as needed for their courses through the TVCC Bookstore. The Bookstore will realize increases in sales due to the expanded product offering of tablets and laptops, as well as accessories for those items.

## **Strategic Plan Relationship/General Education Goal/General Education Goal**

Enhance the College and Enhance Learning  
Goal 5.2.1 Business and Goal 5.2.4 Technology

Students will have access to electronics that will enhance their academic experience in the classroom and outside the classroom.

## **Outcome Results**

Beginning with the Fall 2014 semester, the Bookstore offered electronic products for students to purchase including a 7" Samsung Galaxy tablet and a 10" ASUS transformer tablet. Sales totaled 62 units (13 Galaxy, 49 transformer). For the Spring 2015, a 15" ASUS laptop was added with Spring sales totaling 46 units (17 laptops, 22 transformer, 7 Galaxy). Students were pleased with the opportunity to purchase these products using their Financial Aid and were pleased with the performance of the products.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

The Bookstore plans to continue offering a selection of electronic products for students to purchase. As students express preferences for different products, the selection will be modified; but, 2-4 products seem to cover most needs. We will continue to add accessory products to the technology section including tablet sleeves, mouse, screen protectors, etc.

## **Planned Distance Learning Improvement as an Outcome Result**

# Campus Police Administration

**Plan Period:** FY15

**Outcome ID#:** 7991

## **Outcome Description**

By the end of FY15 the TVCC Police Department will develop a Sergeant's position within the department and fill that position with one of its existing officers.

## **Outcome Strategy**

The TVCC Director of Campus Police and Public Safety will develop written job duties to inform the Sergeant of their duties within the department, as well as develop written policies for training to assist the Sergeant with their new supervisory role. The selection of a Sergeant will be determined by a scoring matrix developed by the Director of Campus Police and Public Safety which will include areas such as education, training, prior supervisor experience within law enforcement, etc.

## **Outcome Method**

The Sergeant will receive a yearly evaluation to determine their effectiveness within the department.

## **Outcome Criterion**

At the conclusion of FT15

## **Strategic Plan Relationship/General Education Goal/General Education Goal**

Enhance the College

Goal 5.2.5 Human Resources

## **Outcome Results**

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

## **Planned Distance Learning Improvement as an Outcome Result**

# Campus Police Administration

**Plan Period:** FY15

**Outcome ID#:** 8036

## **Outcome Description**

Before the end of FY15 the Campus Police Department will develop and publish a comprehensive campus safety survey that will be made available to students, faculty, staff, and venders on all campuses.

## **Outcome Strategy**

The Director of Campus Police and Public Safety will work with students, faculty, staff, and venders from all campuses to develop questions that allow this group to express their thoughts on campus safety in multiple areas.

## **Outcome Method**

The department will compare the results from each survey and use the results to focus future planning of campus safety on the areas of concern.

## **Outcome Criterion**

At the conclusion of FY15 the department hopes to see the college community becoming more involved in expressing their campus safety issues.

## **Strategic Plan Relationship/General Education Goal/General Education Goal**

Enhance Community Life

Goal 5.3.2 Outreach

Empowering the college community to express their thoughts on campus safety is the first step in improving campus safety.

## **Outcome Results**

A comprehensive campus safety survey was created with input from students, faculty, and staff. The survey was made available to students on all campuses at the conclusion of the 2015 spring semester. This survey will be made available to students on all campuses at the end of each semester and to faculty, staff, and visitors at the end of each year.

The number of students that participated in this survey was low when compared to overall population of the campuses, with an emphasis on the overall population of the students living in residence halls.

The Police Department along with the Institutional Research department will work to elicit more participation in the survey.

## **Outcome Distance Learning Results**

### **Planned Improvement as an Outcome Result**

As a direct result of the survey, the Police Department increased patrols in the parking lots directly after the night classes to improve police visibility for the students. Work orders were also submitted to the maintenance department to replace lighting throughout the campus to improve safety for students after dark.

The police department will continue to improve security for students, faculty, staff, and visitors by implementing procedures through the survey process.

### **Planned Distance Learning Improvement as an Outcome Result**

# Client Support Services Computing Administration

**Plan Period:** FY15

**Outcome ID#:** 8051

## **Outcome Description**

Keeping TVCC client computers updated IT has created a more secure and efficient computer environment for the TVCC students and faculty.

## **Outcome Strategy**

IT Staff will research, acquire and install necessary applications and updates to accomplish this goal.

## **Outcome Method**

A quantitative measurement of the progress will be made to determine when the goal is reached.

## **Outcome Criterion**

Increase in client security application performance.

## **Strategic Plan Relationship/General Education Goal/General Education Goal**

Enhance the College  
Goal 5.2.4 Technology

This outcome is related to technology in making sure that IT has created a more secure and efficient computer environment for the TVCC students and faculty.

## **Outcome Results**

MS Windows Update:

IT Services continues to update all Microsoft products with the help of Windows Server Update Services (WSUS).

Faronics Core:

We are in the process of updating to version 3.90 and have completed approximately %95 of the workstations.

Symantec:

This is an ongoing daily task. IT implemented new procedures this year that expedite the process of detecting, preventing and cleaning TVCC computer systems.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

MS Windows Update:

Updates help prevent virus, malware attacks and apply any bug fixes Microsoft may need to send out.

Faronics Core:

Updated versions keep TVCC computers in connection with the core console and allow IT to wake systems and trouble shoot without the need to visit the computer every time. Faronics core updates also allow the Power Save feature to continue to work at the best possible level.

Symantec:

Updates to the Symantec software allows TVCC to obtain the latest virus definition files provided by Symantec giving us the best possible protection against virus and malware attacks.

## **Planned Distance Learning Improvement as an Outcome Result**

# Client Support Services Computing Administration

**Plan Period:** FY15

**Outcome ID#:** 8052

## **Outcome Description**

Enable standard configuration files to be generated and installed remotely on a wide range of Dell system models.

## **Outcome Strategy**

System BIOS will be created with the DELL Client Configuration Toolkit. Standard BIOS settings will be implemented to all TVCC computer systems.

## **Outcome Method**

A quantitative measurement of the progress will be made to determine when the goal is reached.

## **Outcome Criterion**

Increased computer performance, security, application response times, and reliability.

## **Strategic Plan Relationship/General Education Goal/General Education Goal**

Enhance the College

Goal 5.2.4 Technology

This goal is directly related to ensuring technology is adequate across all systems.

## **Outcome Results**

IT Services will continue to use our existing process that locks the BIOS configuration file. Only the IT Services administrator account may unlock and make changes to BIOS settings.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

Due to the vast amount of hardware in each of the different Dell models we are unable at this time to create a "one size fits all" BIOS.

IT will continue the implementation of a standard BIOS setting. This method allows IT to configure every Bios configuration the same way. The locked BIOS settings creates a more secure environment.

## **Planned Distance Learning Improvement as an Outcome Result**

# Client Support Services Computing Administration

**Plan Period:** FY15

**Outcome ID#:** 8053

## **Outcome Description**

Improve the current computer inventory being utilized by the Correctional Education (TDCJ) classrooms.

## **Outcome Strategy**

Various models being removed from labs and faculty/staff offices will be wiped according to DOD standards, cleaned of dust and dirt externally/internally, and sent to the Educational Correction (TDCJ) facility in order for them to replace any of their antiquated equipment.

## **Outcome Method**

A quantitative measurement of the progress will be made to determine when the goal is reached.

## **Outcome Criterion**

Increased systems and application performance and reliability of computers at the Educational Correction (TDCJ) facility.

## **Strategic Plan Relationship/General Education Goal/General Education Goal**

Enhance the College

Goal 5.2.4 Technology

This goal is directly related to ensuring that technology improves the instructional experience for all locations and all students.

## **Outcome Results**

TDCJ:

TVCC IT Services has sent approximately 100 computers & monitors, various hardware items.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

TDCJ:

These allows TDCJ to utilize computer hardware that would otherwise be sent to maintenance for removal from use.

## **Planned Distance Learning Improvement as an Outcome Result**

# Client Support Services Computing Administration

**Plan Period:** FY15

**Outcome ID#:** 8054

**Outcome Description**

Keeping TVCC client computers updated created a more secure and efficient computer environment for the TVCC students and faculty

**Outcome Strategy**

Client Support Services will replace computer hardware older than 5-6 years of age.

**Outcome Method**

A quantitative measurement of the progress will be made to determine when the goal is reached.

**Outcome Criterion**

Increase in client security application performance.

**Strategic Plan Relationship/General Education Goal/General Education Goal**

Enhance the College  
Goal 5.2.4 Technology

**Outcome Results**

**Outcome Distance Learning Results**

**Planned Improvement as an Outcome Result**

**Planned Distance Learning Improvement as an Outcome Result**

# Client Support Services Computing Administration

**Plan Period:** FY15

**Outcome ID#:** 8055

## **Outcome Description**

Keeping TVCC client images standardized allows TVCC technical staff the ability to quickly and constantly re build computers.

## **Outcome Strategy**

IT Staff will research, acquire and install necessary applications and updates to accomplish this goal.

## **Outcome Method**

A quantitative measurement of the progress will be made to determine when the goal is reached.

## **Outcome Criterion**

Increase in technical support performance.

## **Strategic Plan Relationship/General Education Goal/General Education Goal**

Enhance the College  
Goal 5.2.4 Technology

## **Outcome Results**

TVCC IT department maintains three base computer images. Staff, faculty and lab. Each image contains specific software programs to fulfill the needs of each said department.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

Dedicated standard images allow the IT department to insure quick response in the event a client computer must be replaced or rebuilt.

## **Planned Distance Learning Improvement as an Outcome Result**



# Controller and Business Office Administration

**Plan Period:** FY15

**Outcome ID#:** 8033

## **Outcome Description**

To enable students, Business Office and Financial Aid personnel to reduce the time and effort required to analyze a student's financial aid award history. The student ledger will allow students to view financial aid awards for tuition & fees, room & board or books, and any remaining balances due to the student. This will reduce the frustration level of both the students and the employees who assist the students.

## **Outcome Strategy**

Business Office personnel will assist TVCC Computing and Financial Aid to test the programming of the student ledger for accuracy and to approve the final version before implementation.

## **Outcome Method**

The Controller will request Business Office and Financial Aid personnel to estimate time saved, if possible. Personnel will direct students to the appropriate screen within Cardinal Connect, instead of the employees gathering student information from multiple screens to consolidate award data.

The Business and Financial Aid Offices will work with Institutional Research to develop a survey to administer to students asking them to rate satisfaction of the new process.

## **Outcome Criterion**

The time and effort for Business Office and Financial Aid personnel to provide accurate award data to students will be reduced, but will be difficult to quantify.

Customer satisfaction cannot be quantified with time or dollars saved. However, the survey results will give an indication of the satisfaction level of students to obtain financial aid award information.

## **Strategic Plan Relationship/General Education Goal/General Education Goal**

Enhance the College

Goal 5.2.1 Business

This outcome relates to TVCC Goal #5.2.1 BUSINESS. Access of student financial aid award data into a student ledger that is available on Cardinal Connect is an automation of a manual TVCC business process.

## **Outcome Results**

The student ledger has given employees and students access to review financial aid award information in a real time format. The customer satisfaction survey of the new process has been postponed due to research and possible implementation of a new ERP system.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

No changes are required at this point in time.

## **Planned Distance Learning Improvement as an Outcome Result**

# Emergency Preparedness Administration

**Plan Period:** FY15

**Outcome ID#:** 7987

## **Outcome Description**

The TVCC college district will have an emergency operations plan for the college that has been approved by the TVCC Board of Trustees by the end of FY15.

## **Outcome Strategy**

The Director of Public Safety will work in conjunction with other administrators and committees to develop this plan.

## **Outcome Method**

The emergency operations plan will be reviewed and approved by the TVCC Board of Trustees by the end of FY15.

## **Outcome Criterion**

The emergency operations plan will serve as a coordinating and guiding document for the college district during emergencies or large events. Once in place teams will be designated and trained to fill specified roles in the plan.

## **Strategic Plan Relationship/General Education Goal/General Education Goal**

Enhance the College

Goal 5.2.1 Business

An effective emergency operations plan will take indecision and uncertainty out of planning and response. It will act as a general guide for college district employees on all campuses to follow in mitigation, preparedness, response, and recovery.

## **Outcome Results**

An emergency operations plan has been drafted and is currently being evaluated and edited for proper language and accuracy.

# Energy Education and Management Administration

**Plan Period:** FY15

**Outcome ID#:** 8029

## **Outcome Description**

Each month of the last 9 months of FY 14-15 publish an energy report showing building and campus consumption for both internal and external use.

## **Outcome Strategy**

During each month of the year we expect to enter usage and costs data for each utility provider's monthly bill into our energy tracking software. This software will allow us to generate a monthly report for each campus building that we can publish and distribute as needed. Accounting department also gathers cash payment information and provides a monthly report. I expect to share that cash data for 9 of the last 12 month of the year to only internal staff.

## **Outcome Method**

Provide the periodic reports to both internal staff and external web site access points.

## **Outcome Criterion**

Keep the utility usage information in front of our staff so that we maintain our energy consumption and costs down at the low expense numbers achieved.

## **Strategic Plan Relationship/General Education Goal/General Education Goal**

Enhance the College

Goal 5.2.3 Facilities Management

Improved facilities operations on all campuses.

## **Outcome Results**

The written reports were not developed because the data input process from the energy bills to our energy software was not completed. Building inspections, time clock changes, new WIFI thermostat installation, and some maintenance support work were all completed during this last year and consumed the time needed for the data input. We need additional time to catch up. I believe that this documentation is important for a full successful program so we will extend this goal to next year.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

We will work to focus more effort for data input and less time on other tasks so we can develop and produce the monthly reports for distribution to our building captains. We will also provide these reports to our department website for external distribution.

## **Planned Distance Learning Improvement as an Outcome Result**

# Enrollment Management Office Administration

**Plan Period:** FY15

**Outcome ID#:** 7957

## **Outcome Description**

Students requesting transcripts will have their transcripts at the receiving institutions faster making for a smoother transition in transfer.

## **Outcome Strategy**

The Registrar's office staff will review the records of students in the electronic transcript file and get with the computer center on any adjustments needed. The next step will be to test the sending of transcripts with other schools. Once both of these tests are complete the process will be up and running.

## **Outcome Method**

SPEEDE will be working with at least five Texas institutions of higher education by the end of summer 2015

## **Outcome Criterion**

Office will run more efficiently and transcripts will be at the receiving institution faster for the ease of transfer for students.

## **Strategic Plan Relationship/General Education Goal**

Enhance the College

Goal 5.2.1 Business and Goal 5.2.4 Technology

This goal is directly related to improving processes and technology for students requesting transcripts, making the wait time less

## **Outcome Results**

This is in the testing process. TVCC can receive transcripts by SPEEDE but not send. This will probably now wait until we move to an ERP

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

## **Planned Distance Learning Improvement as an Outcome Result**

# Enrollment Management Office Administration

**Plan Period:** FY15

**Outcome ID#:** 7958

## **Outcome Description**

That all information will print on degree plans for the student and advisor.

## **Outcome Strategy**

Work with the computer center, the director of developmental studies and the Associate Vice President of Instruction to ensure that the paths students need are understood and the student is able to begin the path in a way that is not too complicated

## **Outcome Method**

Degree plans will print the indicated student path.

## **Outcome Criterion**

The criterion will be related to ensuring that what is on the degree plan is understood by students and by all advising staff.

## **Strategic Plan Relationship/General Education Goal**

Enhance the College

Goal 5.2.4 Technology

This goal is related to technology because, the added pathways will help students to succeed by knowing what is expected of them to complete their pathway.

## **Outcome Results**

This was completed by the fall 2015 semester. New TSI requirements were added to the system. It prints and displays for students and allows advisors to move students to different TSI courses based on faculty recommendations. The developmental manual was updated and distributed.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

## **Planned Distance Learning Improvement as an Outcome Result**

# Facilities Administration

**Plan Period:** FY15

**Outcome ID#:** 8030

**Outcome Description**

Ultimately, the college will have a Continuity of Operations Plan. We expect this to be a 5 year project cycle begun last year.

**Outcome Strategy**

Establish overall plan concept and COOP components. Continue developing multiple phased survey questions for VP team discussion and approval. Work with the designated committee members to address the responses. Gather the input data and present to the VP Team for future action.

**Outcome Method**

Documentation reflecting that progress toward plan development is being made.

**Outcome Criterion**

The final publication of an approved Continuity of Operations Plan.

**Strategic Plan Relationship/General Education Goal**

Enhance the College

Goal 5.2.1 Business

A COOP will provide guidelines for continued college operations during a business interruption event.

**Outcome Results**

No significant progress was made on COOP plan development during FY15 due to lack of resources. As noted in the FY14 analysis and evaluation of this initiative, we learned that in order to complete this effort, we will likely need to add a position/person or free up an existing staff member to work on it exclusively.

**Outcome Distance Learning Results**

**Planned Improvement as an Outcome Result**

None.

**Planned Distance Learning Improvement as an Outcome Result**

# Grants and Special Projects Administration

**Plan Period:** FY15

**Outcome ID#:** 8020

**Outcome Description**

Receive funding from awarding agency TWC

**Outcome Strategy**

Submit application before deadline

**Outcome Method**

Receive letter/email/phone call and funds from awarding agency

**Outcome Criterion**

Use funding for Workforce programs

**Strategic Plan Relationship/General Education Goal**

Enhance the College

Goal 5.2.2 Finance

Funding will support various workforce programs

**Outcome Results**

We received Funding from Wagner Peyser

**Outcome Distance Learning Results**

**Planned Improvement as an Outcome Result**

no changes required, similar actions will be taken next year for the application

**Planned Distance Learning Improvement as an Outcome Result**

# Grants and Special Projects Administration

**Plan Period:** FY15

**Outcome ID#:** 8021

**Outcome Description**

To obtain funding from East Texas Workforce solutions

**Outcome Strategy**

Work with the Dean of Community Services to write and submit proposal to ETWS before or by the deadline

**Outcome Method**

Receive notification and funding from ETWS

**Outcome Criterion**

To receive funding and use resources towards our basic education and literacy services

**Strategic Plan Relationship/General Education Goal**

Enhance the College

Goal 5.2.2 Finance

Improve the financial condition of the community services area of the college.

**Outcome Results**

We were awarded the grant from TWC to work with Tyler Literacy Council at their request.

**Outcome Distance Learning Results**

**Planned Improvement as an Outcome Result**

We will do the research to apply next time to be a sole provider.

**Planned Distance Learning Improvement as an Outcome Result**



# Grants and Special Projects Administration

**Plan Period:** FY15

**Outcome ID#:** 8022

**Outcome Description**

Apply and receive funding from Dallas Small Business Administration

**Outcome Strategy**

Work with SBDC Director to submit application before or by the deadline

**Outcome Method**

Receive notification and funding from awarding agency

**Outcome Criterion**

Use funding to support the Small Business Development Center programs

**Strategic Plan Relationship/General Education Goal**

Enhance the College

Goal 5.2.2 Finance

Use funding to increase financial support for the SBDC center programs.

**Outcome Results**

We were awarded the grant from SBDC

**Outcome Distance Learning Results**

**Planned Improvement as an Outcome Result**

No changes will be made to application process.

**Planned Distance Learning Improvement as an Outcome Result**

# Information Technology Programs Administration

**Plan Period:** FY15

**Outcome ID#:** 7947

## **Outcome Description**

Because the college depends heavily on technology to provide services to student it is important to ensure that IT is an important part of the Continuity of Operations Plan. The COOP will provide information on how the Information Technology essential functions will be handled in the event of an emergency or situation that disrupts normal operations.

This Continuity of Operations (COOP) Plan establishes policy and guidance to ensure the execution of the mission-essential functions for the Trinity Valley Community College in the event that an emergency threatens or incapacitates operations; and the relocation of selected personnel and functions of any essential facilities of the Trinity Valley Community College are required. Specifically, this Plan is designed to:

- Ensure that the Trinity Valley Community College is prepared to respond to emergencies, recover from them, and mitigate against their impacts.
- Ensure that the Trinity Valley Community College is prepared to provide critical services in an environment that is threatened, diminished, or incapacitated.
- Provide a means of information coordination to the Trinity Valley Community College government to ensure uninterrupted communications within the internal organization of the County and externally to all identified critical customers.

## **Outcome Strategy**

Phases involved in the COOP process will include: (1) business analysis of service to determine which are mission essential functions, (2) design and development, (3) Implementation (4) Testing and (5) Maintenance

## **Outcome Method**

By the end of June 2015 identify the critical business processes.

## **Outcome Criterion**

A quantitative measurement of the progress will be made to determine when the goal is reached.

## **Strategic Plan Relationship/General Education Goal**

Enhance the College

Goal: 5.2.1 Business

This goal is directly related to the ongoing business operations of the college to ensure that in the event of an emergency, or situation that disrupts normal operations, TVCC is prepared.

## **Outcome Results**

While some progress has been made on the COOP it is not completed. The COOP will require more time and funds to implement the COOP.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

Continue development of the COOP.

## **Planned Distance Learning Improvement as an Outcome Result**

# Information Technology Programs Administration

**Plan Period:** FY15

**Outcome ID#:** 7948

## **Outcome Description**

The areas of responsibility of the information technology department have grown considerably in the last years. To meet these ever increasing technological demands it is important for the IT Staff to undergo training.

## **Outcome Strategy**

Purchase additional Online and In-Person training for all areas of IT Service. Provide additional travel funds if needed to ensure that the needed training is available.

## **Outcome Method**

A quantitative measurement of the progress will be made to determine when the goal is reached.

## **Outcome Criterion**

### **Strategic Plan Relationship/General Education Goal.**

Enhance the College

Goal: 5.2.4 Technology

This goal is directly related to technology by ensuring that all IT staff are adequately trained due to the increasingly expected technological demands of the college.

## **Outcome Results**

IT Services provided several opportunities of training to personnel this year.

Systems Support Services attended training events on Cisco UCS, EMC Avamar Training, Dell Equallogic Training.

Network Support Services attending training events on Palo Alto, and LogRhythm, Bradford Networks.

Training in Extron and AMX programming was attended by IT personnel.

In addition to the above training online training was provided from both CBT Nuggets and Lynda .com.

## **Outcome Distance Learning Results**

### **Planned Improvement as an Outcome Result**

Continue to provide training to all areas of IT Services to ensure that their skill set is maintained.

### **Planned Distance Learning Improvement as an Outcome Result**

# Information Technology Programs Administration

**Plan Period:** FY15

**Outcome ID#:** 7949

## **Outcome Description**

A cost and feature comparison study will help the Executive Team and board make an informed decision on whether to stay with in-house development or to look to commercial vendors for our ERP system.

## **Outcome Strategy**

## **Outcome Method**

IT will be researching three areas:

- 1) A comparison of features and capabilities between our existing system and commercial systems
- 2) A comparison of advantages and disadvantages of each system including any potential issues with continued to develop in-house.
- 3) A cost comparison of what it will cost to be fully staffed for in-house development versus the cost of a commercial ERP including initial purchase and annual maintenance fees.

Once these areas are researched a report will be presented to the executive Team and the board of Trustees.

## **Outcome Criterion**

### **Strategic Plan Relationship/General Education Goal**

Enhance the College

Goal 5.2.4 Technology

This goal is directly related to Technology by comparing different ERP systems in anticipation of the Board giving approval to move forward in the purchase of a commercial ERP to replace the existing ISeries in house system

## **Outcome Results**

The comparison was completed and a presentation was made to the Board of Trustee. The decision was made to move forward with the purchase of a commercial ERP to replace the existing in house system.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

Continue the analysis and selection of a commercial ERP system.

## **Planned Distance Learning Improvement as an Outcome Result**

# Institutional Advancement Administration

**Plan Period:** FY15

**Outcome ID#:** 7884

## **Outcome Description**

Increase the visibility of the college by expanding contacts and collaboration with donors and businesses in that region.

## **Outcome Strategy**

The Vice President of Institutional Advancement will become more active in the region by joining the Cedar Creek Leadership Class. This group will meet monthly on the challenges and opportunities facing the lake area. The VP will find and communicate ways that the college can support the region appropriately.

## **Outcome Method**

Attendance and participation at each CCL Leadership event.

## **Outcome Criterion**

Enhanced communication and support for the western service area including Gun Barrel City.

## **Strategic Plan Relationship/General Education Goal**

Enhance the Community

Goal 5.3.1 Development

The increased presence should bring opportunities to TVCC to support non-credit courses and communicate the educational resources available to the residents in the lake area. It will also encourage community participation in college activities and events.

## **Outcome Results**

The Vice President of Institutional Advancement was a member of the Cedar Creek Lake Leadership Class, graduating the yearlong program in June, 2015. As a result of that participation, networking in the CCL area has increased. Members of the Executive Cabinet, Distance Learning and Dual Credit and the Provost of the HSC all attended the CCL Education Day event presenting about opportunities to expand educational opportunities in the region. This meeting was held in April 2015 at Mabank ISD Administrative Offices. The college sponsored a team in the CCL Chamber Golf Tournament and we provided a sponsorship to the CCL Rodeo with appropriate advertising and promotion. The college has placed a billboard with the new TVCC (Transform Lives Enrich Communities) slogan on it off of Hwy 31 West in Kemp, TX.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

To be determined. At a minimum there is an increased presence in the western service area.

## **Planned Distance Learning Improvement as an Outcome Result**

# Institutional Effectiveness Administration

**Plan Period:** FY15

**Outcome ID#:** 7938

## **Outcome Description**

Purchase Xitracs Accreditation Management 3rd party software to better manage all SACSCOC Standards and documentation needed for our Reaffirmation of accreditation.

## **Outcome Strategy**

During the fall 2014 semester, all standards will be migrated from Word documents submitted during the 2012 Fifth Year submission, the 2012 Response Report, and additional documents will be pulled in that were submitted as part of the 2007 Reaffirmation by cutting and pasting text documents into Xitracs.

## **Outcome Method**

A timeline will be developed so administrators can be assigned the Core Requirements, Comprehensive Standards, and Federal Requirements that relate to their area of supervision by using an Excel spreadsheet and calendar functions within Xitracs.

## **Outcome Criterion**

In developing a calendar and spreadsheet, all administrators should be able to look at a dashboard inside of Xitracs to know what standards they must address in a timely manner.

## **Strategic Plan Relationship/General Education Goal**

Enhance the College

Goal 5.2.1 Business

This strategic planning goal will automate and streamline the accreditation processes for TVCC.

## **Outcome Results**

This outcome was met with a timeline being developed with administrators assigned the Core Requirements, Comprehensive Standards, and Federal Requirements that relate to their area of supervision by using an Excel spreadsheet and calendar functions within Xitracs.

All standards have been migrated from Word documents submitted during the 2012 Fifth Year submission, the 2012 Response Report, and additional documents were pulled in from the 2007 Reaffirmation by cutting and pasting text documents into Xitracs.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

On-going drafts will continue and be moved to next year of the standards within the compliance certification.

## **Planned Distance Learning Improvement as an Outcome Result**

# Institutional Effectiveness Administration

**Plan Period:** FY15

**Outcome ID#:** 7939

## **Outcome Description**

Decrease use of multiple different formats that are used for Faculty Rosters.

## **Outcome Strategy**

Work with Administrative computing to develop a system in the ISeries system.

## **Outcome Method**

Implement a data entry system where faculty credentials can be entered into and permanently stored database and the approval process done electronically.

## **Outcome Criterion**

Manual Word documents will no longer be necessary, thereby decreasing the amount of errors submitted on faculty rosters.

## **Strategic Plan Relationship/General Education Goal**

This will automate the faculty credential process by streamline the processes.

## **Outcome Results**

Enhance the College

Goal 5.2.1 Business

This outcome was met and all faculty credentials are stored in the Xitracs Credential online portal.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

A Guidelines and Standards for Faculty Credentials was created as part of this process to better manage our internal process. A Faculty Credential Evaluation Summary form and a Justification of Faculty Credentials was created as part of this process that are to be filled out with the Personnel Request Form (PAR). The forms and transcripts are scanned to a shared secured drive for the SACSCOC Accreditation office to access and input into the Xitracs Credentials online management system upon approval of the Vice President of Instruction.

## **Planned Distance Learning Improvement as an Outcome Result**

# Institutional Effectiveness Administration

**Plan Period:** FY15

**Outcome ID#:** 7940

## **Outcome Description**

Decrease the amount of calls received related to AO's and LEAP's from Division Chairs and Administrators.

## **Outcome Strategy**

Implement an online portal through the use of Xitracs, provide departmental training, so all users and administrators know what is expected of them related to annual planning.

## **Outcome Method**

An automatic report can be generated to measure the amount of time a user or administrator has to spend on data entry of their annual outcomes.

## **Outcome Criterion**

Administrator and user logs will be generated during the first year for baseline data.

## **Strategic Plan Relationship/General Education Goal**

Enhance the College

Goal 5.2.1 Business

This should streamline the processes by using a new automated system that will replace the existing CARDS database.

## **Outcome Results**

The online portal has been purchased.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

The implementation from CARDS assessment database to Xitracs is ongoing and training will continue at the departmental level, so this outcome will be carried forward to the next year, so all users and administrators know what is expected of them related to annual planning.

## **Planned Distance Learning Improvement as an Outcome Result**



# Institutional Research Administration

**Plan Period:** FY15

**Outcome ID#:** 7804

## **Outcome Description**

Document 75% or more of the repeatable processes

## **Outcome Strategy**

Look for and identify repeated processes not previously found  
Create instructions for data capture processes that need to be done annually or more frequently.

## **Outcome Method**

Determine percent of processes documented against total identified processes.

## **Outcome Criterion**

Any IR team member will be able to quickly follow data capture instructions.

## **Strategic Plan Relationship/General Education Goal**

This outcome is to improve efficiency in the institutional research office so it does not directly relate to the strategic planning goals.

## **Outcome Results**

We continue to add new processes and instructions for all requests to our network drive.

As data requests come to our team, we capture the SQL and process used to respond.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

The reuse of the instructions has greatly reduced the effort in creating some reports. As an example, we documented the process for the Factbook last year. This year the Factbook took days instead of months to complete.

We have been able to reuse prior data requests to facilitate new data requests that are the same or similar.

## **Planned Distance Learning Improvement as an Outcome Result**

# Institutional Research Administration

**Plan Period:** FY15

**Outcome ID#:** 7805

## **Outcome Description**

The perpetual calendar will be further enhanced to include additional known repeated reminders for all standard repeated surveys. Current entries will be updated as semesters are added.

## **Outcome Strategy**

Update the Excel spreadsheet documenting surveys and semester based dates. Create documentation for adding Outlook entries. Create Outlook Calendar entries based on semester schedules.

## **Outcome Method**

The project will be monitored by noting the progress of collecting data and creating the schedule.

## **Outcome Criterion**

The schedule should be successfully updated by March 2015 for additional entries. Semester entries will be updated prior to the start of each semester.

## **Strategic Plan Relationship/General Education Goal**

This outcome is to improve efficiency in the institutional research office so it does not directly relate to the strategic planning goals.

## **Outcome Results**

IR requested from IT a shared calendar which was created. All known recurring IR Team tasks have been added to the new calendar, Institutional Research. Additionally, we have added time out of the office her to assist in meeting planning.

This calendar allows us to see at a glance the upcoming tasks and has been helpful as we added a new team member this year.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

As new recurring tasks are defined, we add to the calendar.

## **Planned Distance Learning Improvement as an Outcome Result**

# Media Support Services Administration

**Plan Period:** FY15

**Outcome ID#:** 8056

## **Outcome Description**

When we complete this round of installations, we will have a total of 130 smart rooms spread across four campuses.

## **Outcome Strategy**

Once wiring and equipment testing is complete and the installations pass tech scrutiny, the smart rooms will be deployed.

## **Outcome Method**

A quantitative measurement of the progress will be made to determine when the goal is achieved.

## **Outcome Criterion**

Smart room status will be published and offered to instructors for use.

## **Strategic Plan Relationship/General Education Goal**

Enhance the College  
Goal 5.2.4 Technology

## **Outcome Results**

All smart rooms have been installed. In all, 131 smart rooms are in service with podiums and projectors available to instructors across three campuses; 79 in Athens, 27 in Terrell, and 21 in Palestine and 4 in Kaufman.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

We have expanded our reach of capability by 12 rooms system-wide.

## **Planned Distance Learning Improvement as an Outcome Result**

# Media Support Services Administration

**Plan Period:** FY15

**Outcome ID#:** 8057

**Outcome Description**

Digital signage will be installed in areas of highest traffic as budget allows.

**Outcome Strategy**

Once installed, we will deploy informative and promotional content relevant to each location.

**Outcome Method**

A quantitative measurement of the progress will be made to determine when the goal is achieved.

**Outcome Criterion**

Students and staff will be better informed of upcoming events and issues affecting the college.

**Strategic Plan Relationship/General Education Goal**

Enhance the College  
Goal 5.2.4 Technology

**Outcome Results**

In all, we have deployed 20 TVs displaying on of 5 layouts of content. Each of these layouts provides timely information about the college and events relevant to the students.

**Outcome Distance Learning Results**

**Planned Improvement as an Outcome Result**

As a result of deployment of this digital signage, the college has enhanced it's communication with students and visitors.

**Planned Distance Learning Improvement as an Outcome Result**

# Network and Telecommunication Services Administration

**Plan Period:** FY15

**Outcome ID#:** 7944

## **Outcome Description**

Install surveillance server and Exacq software. Install surveillance cameras in the Administration, Calhoun and ECRC buildings. Coverage to include all entrances/exits and areas as needed.

## **Outcome Strategy**

Determine best placement of cameras for optimal coverage. Set motion windows and recording setting on the surveillance servers.

## **Outcome Method**

A quantitative measure of the progress will be made to determine when the goal is reached.

## **Outcome Criterion**

## **Strategic Plan Relationship/General Education Goal**

Enhance the College  
Goal 5.2.4 Technology

## **Outcome Results**

Surveillance server installed on the Palestine campus. Installed cameras in the Administration building covering entrances, exits, hallways and library. Cameras are purchased for the ECRC and Calhoun buildings but have not yet been installed due to time constraints. The cost of the project fell within the given budget.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

N/A

## **Planned Distance Learning Improvement as an Outcome Result**

# Network and Telecommunication Services Administration

**Plan Period:** FY15

**Outcome ID#:** 7945

## **Outcome Description**

Install surveillance cameras in the Administration, Education and LRC buildings. Coverage to include all entrances/exits and areas as needed.

## **Outcome Strategy**

Determine best placement of cameras for optimal coverage. Set motion windows and recording setting on the surveillance servers.

## **Outcome Method**

A quantitative measure of the progress will be made to determine when the goal is reached.

## **Outcome Criterion**

## **Strategic Plan Relationship/General Education Goal**

Enhance the College  
Goal 5.2.4 Technology

## **Outcome Results**

Additional cameras installed in the Administration building covering entrances, exits, hallways. Additional cameras installed in the Education building covering entrances, exits, hallways. Additional cameras installed in the LRC building covering entrances, exits, hallways. The cost of the project fell within the given budget.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

N/A

## **Planned Distance Learning Improvement as an Outcome Result**

# Network and Telecommunication Services Administration

**Plan Period:** FY15

**Outcome ID#:** 7946

## **Outcome Description**

Staff and Faculty will be able to easily see if another employee is available, busy or in a meeting using Jabber. Jabber will also allow secure instant messaging between employees.

## **Outcome Strategy**

Create a base XML file and push the install file to computers using SCCM.

## **Outcome Method**

A quantitative measure of the progress will be made to determine when the goal is reached.

## **Outcome Criterion**

## **Strategic Plan Relationship/General Education Goal**

Enhance the College  
Goal 5.2.4 Technology

## **Outcome Results**

Cisco Jabber has been pushed to IT services, the President, Vice Presidents and the business office. Due to issues with the xml file the program was not pushed out college wide by August 31st.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

N/A

## **Planned Distance Learning Improvement as an Outcome Result**

# Network and Telecommunication Services Administration

**Plan Period:** FY15

**Outcome ID#:** 7950

## **Outcome Description**

The Network Access Control system has been successfully installed giving greater visibility into the wired network. To further improve security this solution will be extended to the wireless network allowing for additional functionality including a single management interface across all campuses, self-registration of devices and endpoint compliance checking.

## **Outcome Strategy**

A pilot network will be constructed to fine tune wireless access restrictions, login pages, and self-registration before deployment. Endpoint compliance will be implemented in an audit only mode to determine impact on network access.

## **Outcome Method**

A quantitative measure of the progress will be made to determine when the goal is reached.

## **Outcome Criterion**

## **Strategic Plan Relationship/General Education Goal**

Enhance the College  
Goal 5.2.4 Technology

## **Outcome Results**

The network access control system has been successfully implemented for wireless client access. Students, staff, and guests can register their devices without intervention of IT Services. Users can also self-register their gaming consoles and other network devices. This service is available 24/7 through a single point of authentication known as the Cardinal Network Access Portal. The CNA Portal is part of a single college-wide wireless network and can be used to register devices on all 5 major campuses.

Endpoint compliance scanning is running in audit only mode to determine the network and system needs to remedy non-compliant devices. This remains a planned outcome.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

Clients now have the ability to self-register their devices on the wireless network eliminating the need for the IT Service Desk to manual enter devices.

## **Planned Distance Learning Improvement as an Outcome Result**



# Network and Telecommunication Services Administration

**Plan Period:** FY15

**Outcome ID#:** 7951

## **Outcome Description**

New access points have been obtained to replace our aging hardware. Additional access points will be obtained and deployed for high user concentration areas.

## **Outcome Strategy**

After the replacement 802.11ac access points have been deployed multiple site surveys will be conducted to determine the need and placement for additional access points where higher volumes of users gather and additional wireless coverage is needed.

## **Outcome Method**

A quantitative measure of the progress will be made to determine when the goal is reached.

## **Outcome Criterion**

## **Strategic Plan Relationship/General Education Goal**

Enhance the College  
Goal 5.2.4 Technology

## **Outcome Results**

An additional fifty access points were deployed across five TVCC campuses. This allowed for the removal of all remaining 802.11 b/g access points. Both low coverage areas and high traffic areas received additional access points increasing coverage and user density. Thirteen buildings across all campuses received an additional 34 access points.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

Increasing wireless coverage and available bandwidth has put a higher burden on TVCC's internet bandwidth. We will investigate options to increase available bandwidth to all TVCC clients.

## **Planned Distance Learning Improvement as an Outcome Result**

# Network and Telecommunication Services Administration

**Plan Period:** FY15

**Outcome ID#:** 7952

## **Outcome Description**

Web applications are vulnerable to a wide range of malicious attacks. Allowing public access to these applications increases the vulnerability to threats including string formats, cross-site scripting and sql injections. A web application firewall is a special purpose appliance that can secure requests to these web applications greatly reducing the threat potential.

## **Outcome Strategy**

The web application firewall can be installed in an out-of-band initial configuration. This will allow the IT department to secure web applications and servers on a phased schedule to ensure proper configuration and reduce any unscheduled downtime.

## **Outcome Method**

A quantitative measure of the progress will be made to determine when the goal is reached.

## **Outcome Criterion**

## **Strategic Plan Relationship/General Education Goal**

Enhance the College  
Goal 5.2.4 Technology

## **Outcome Results**

Two web application firewalls have been installed performing in-line security in a high availability configuration. TVCC's main web server and web application server are protected behind the firewall with other public servers to be added. After implementation multiple threats have been denied to each server including Brute Force, DDoS Attacks, SQL Injections and other malicious queries.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

Public facing servers will be installed behind the web application firewalls providing an advanced layer of security and protection from malicious requests.

## **Planned Distance Learning Improvement as an Outcome Result**

# Plant Operations and Management Administration

**Plan Period:** FY15

**Outcome ID#:** 8035

## **Outcome Description**

Customer supplied work orders should be completed within a month at a rate of 95% completion.

## **Outcome Strategy**

Provide structural processes and management oversight for School dude work order entry, work assignment, and completion.

## **Outcome Method**

Complete monthly reports documenting status of active work orders. Verify school dude customer requested work orders are received and completed.

## **Outcome Criterion**

We expect to see our completion rate improvement from September 2014 to August 2015.

## **Strategic Plan Relationship/General Education Goal**

Enhance the College

Goal 5.2.3 Facilities Management

This work will help support the college facilities management process.

## **Outcome Results**

I used School Dude work order report to analyze our results. The data showed that during the period of 9-1-2014 through 8-31-2014 we completed on average 71.33 percent of our work orders in 30 days or less. During that period we were short on average 1.25 technicians. This created a daily backlog of work orders.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

We are having daily meetings to review all new work orders and making assignments as needed. We are also filling open positions as quickly as possible.

## **Planned Distance Learning Improvement as an Outcome Result**

# Print and Graphics Shop Administration

**Plan Period:** FY15

**Outcome ID#:** 7973

## **Outcome Description**

The Print Shop will complete 100% of print jobs on time - based on a schedule of completion to be determined. The process will also aid clients

## **Outcome Strategy**

Continue working on the progress made this past spring using existing tools within our software to log and track jobs through the process. Set realistic deadline goals for specific types of jobs and implement a campaign to make clients aware of the changes. We will also begin a web page on the college site with instructions for submitting jobs.

## **Outcome Method**

Each job is logged with the time it is received and deadline for its completion.

## **Outcome Criterion**

The Print Shop will complete 100% of print jobs on time - based on a schedule of completion to be determined.

## **Strategic Plan Relationship/General Education Goal**

Enhance the College

Goal 5.2.1 Business

This goal relates to 5.2.1 as we're seeking to streamline the intake process to make it easier to submit jobs and for us to keep up with them once they are received.

## **Outcome Results**

The Information Technology Office is in process of creating a print request form similar to the purchase order request form. This will hopefully be completed and implemented by January 2016. All print jobs are logged and monitored. A constant review of jobs is observed as a manual process.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

Even without full implementation, there have been no lost print jobs or jobs completed outside of the request date range.

## **Planned Distance Learning Improvement as an Outcome Result**

# Public Information

**Plan Period:** FY15

**Outcome ID#:** 8037

## **Outcome Description**

The Public Information Office will work with the Marketing Committee to begin developing a new advertising strategy for Fall 2014 and moving forward.

## **Outcome Strategy**

The committee will advise Public Information on ways to effectively communicate the college's message to our audiences and explore new advertising avenues. The Public Information Office will work with Information Technology's videographer, as well as Graphic and Print Design, to develop new advertising material.

## **Outcome Method**

The success of this goal will hinge on the development of new materials to be rolled out for Fall 2014. Also, the success of this goal will be measured by the implementation of advertising in areas new for TVCC.

## **Outcome Criterion**

More audiences will be exposed to TVCC's message than before. Also, the new marketing message will be disseminated throughout the TVCC system.

## **Strategic Plan Relationship/General Education Goal**

Enhance Community Life

Goal 5.3.1 Development

This goal can further the efforts of Strategic Plan Goal 5.3.1 by creating an environment where the college more effectively utilizes print and technology-driven media to communicate TVCC-related messages.

## **Outcome Results**

The Director of Communications position was approved and position was filled in July, 2015. The Marketing Committee will meet in fall, 2015 so this goal will carry forward. However, with SACS Accreditation and the creation and approval of the Strategic Plan, a new marketing message utilizing the TVCC has been approved by the Board. Transform Lives Enrich Communities is the message that will be used along with the sports cardinal logo and the regular college TVCC with flame logo.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

None. The Marketing Committee has not met. The Director of Communications is now in place and this goal carries forward to next FY.

## **Planned Distance Learning Improvement as an Outcome Result**

# Purchasing, Contracts, and Insurance Administration

**Plan Period:** FY15

**Outcome ID#:** 7988

## **Outcome Description**

Provide information and forms for Faculty and Staff on TVCC website for contract review and approval.

## **Outcome Strategy**

Develop President's Delegation of Authority for Contract Administration, Contract Review Checklist and Contract/Agreement Approval Transmittal Form.

## **Outcome Method**

Review of President's Delegation of Authority for Contract Administration, Contract Review Checklist and Contract/Agreement Approval Transmittal Form with President and Vice President of Administrative Services and CFO upon completion of these documents.

## **Outcome Criterion**

To have the President's Delegation of Authority for Contract Administration, Contract Review Checklist and Contract/Agreement Approval Transmittal Form shared with Faculty/Staff on TVCC website.

## **Strategic Plan Relationship/General Education Goal**

Enhance the College

Goal 5.2.1 Business

This outcome relates to TVCC # 5.2.1 Business in that the availability of Contract Review and Approval information will make for a better informed Faculty/Staff as to who can enter into and sign contracts/agreements/MOUs on behalf of the college.

## **Outcome Results**

Developed page on Contract Administration web page that identifies the services and assistance available for Trinity Valley Community College personnel. Information is included that defines what contracts are and identifies the President as the authorized person to sign contracts on behalf of Trinity Valley Community College.

Developed a Contract/Agreement/MOU Approval Transmittal Form

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

Trinity Valley Community College personnel are more informed as to the fact that the President is the person with the delegated authority to sign contracts on behalf of the college.

## **Planned Distance Learning Improvement as an Outcome Result**

# School Relations Office Administration

**Plan Period:** FY15

**Outcome ID#:** 7959

## **Outcome Description**

To provide a more personalized approach to recruitment efforts subsequent to campus tours.

## **Outcome Strategy**

Following each campus tour, students will be mailed a card or e-mailed by the Student Ambassador, work-study student or office employee who conducted the tour. Prospective students will be contacted via telephone later in the semester to determine if additional information and/or assistance is needed.

## **Outcome Method**

The Fall 2015 Enrollment list will be checked to determine the number of students who enrolled that registered with the School Relations Office and were provided a campus tour during the year prior to their enrollment.

## **Outcome Criterion**

40% of prospective students who tour the campus between September 2014 through August 2015 will enroll for the Fall 2015.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.2 Student Services

Goal #1 relates to the outcome in that it increases enrollment of service area and out of service area students.

Goal #2 relates to the outcome in that it contributes to the provision of personalized service, which in turn contributes to retention rates.

Goal #3 relates to the outcome in that it will increase the number of students who are involved in campus life.

## **Outcome Results**

A total of 85 campus tours were documented with the School Relations office between September 1, 2015 and August 31, 2015. Follow-up for each one was done via post card. Those students who were high school seniors were also contacted again by telephone to determine if additional information and/or assistance was needed. 54 of the 85 prospective students who toured the campus enrolled for Fall 2015, representing 63% of the total number. This exceeds the expected outcome by 23%.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

## **Planned Distance Learning Improvement as an Outcome Result**

# School Relations Office Administration

**Plan Period:** FY15

**Outcome ID#:** 7960

## **Outcome Description**

To enhance recruitment and communication efforts between TVCC and Hispanic citizens/students of the service area and increase the number of students from this ethnic group who subsequently enroll.

## **Outcome Strategy**

The recruitment brochure will be translated into Spanish by the School Relations Director and Hispanic Student Ambassador. It will be reviewed by a TVCC faculty member who teaches Spanish courses on campus. It will be distributed throughout the year to TVCC service area ESL coordinators and Hispanic owned businesses.

## **Outcome Method**

The TVCC Fall 2014 and Fall 2015 Enrollment lists will be compared to determine the increase in the number of Hispanic students.

## **Outcome Criterion**

The percentage of Hispanic students who enroll for the Fall 2015 will increase by 5%.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.2 Student Services

Goal #1 relates to the outcome in that it encourages Hispanic student participation in academic and extracurricular programs.

Goal #2 relates to the outcome in that it contributes to increasing minority enrollment in degree and certificate programs.

Goal #3 relates to the outcome in that it contributes to increasing minority enrollment in noncredit (e.g., ESL, GED, etc.) and continuing education programs.

## **Outcome Results**

The TVCC recruitment brochure was translated into Spanish and disseminated to ESL coordinators at 30 service area high schools. It was also distributed throughout businesses in 2 counties where TVCC campuses are located (Henderson/Kaufman). Traditional student enrollment of Hispanic origin students did not increase. In Fall 2014 there were 1231 enrolled; Fall 2015 showed a 20% decrease, with 984 enrolled. The nontraditional Hispanic student enrollment showed an increase in the Adult Education programs. The combined total of participants in the GED/ESL programs for 2014-15 was 131, which is a 20% increase from the previous year of 109 participants.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

## **Planned Distance Learning Improvement as an Outcome Result**



# System Support Services Administration

**Plan Period:** FY15

**Outcome ID#:** 7898

## **Outcome Description**

Migrating to Exchange 2013 will provide simplified high availability, disaster recovery, backups, and management as well as a better experience for end-users

## **Outcome Strategy**

IT services will install a new Exchange 2013 email environment. After a robust testing period, users will be migrated to the new email system.

## **Outcome Method**

A quantitative measurement of the progress will be made to determine when the goal is reached.

## **Outcome Criterion**

To have an email system that provides high availability and better user experience.

## **Strategic Plan Relationship/General Education Goal**

Enhance the College

Goal 5.2.4 Technology

This goal relates to the overall success of the mission for the office of Information Technology Services

## **Outcome Results**

Due to lack of staffing we were unable to complete the migration as planned. We will move this project to the 2015-2016 CARDS plan.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

## **Planned Distance Learning Improvement as an Outcome Result**

# System Support Services Administration

**Plan Period:** FY15

**Outcome ID#:** 7900

## **Outcome Description**

The new san will provide 10 gig capability which will enhance the speed of our data network. It will provide more storage capability to our current san environment.

## **Outcome Strategy**

Purchase and install the san, as well as 10 gig capable nic cards and cables in our current Dell servers to provide access from the ESX hosts to the san at 10 gig.

## **Outcome Method**

A quantitative measurement of the progress will be made to determine when the goal is reached

## **Outcome Criterion**

To have a faster san network as well as additional storage.

## **Strategic Plan Relationship/General Education Goal**

Enhance the College

Goal 5.2.4 Technology

This goal relates to the overall success of the mission for the office of Information Technology Services.

## **Outcome Results**

The Dell EqualLogic 6510 san was installed along with 10g switches and cabling to our Dell servers, as well as a direct connect to the UCS chassis. This has provided faster connections which has made our virtualized servers perform much better as well as cleared up any OPS bottlenecks we were experiencing.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

## **Planned Distance Learning Improvement as an Outcome Result**

# System Support Services Administration

**Plan Period:** FY15

**Outcome ID#:** 7901

## **Outcome Description**

An upgrade to the latest version of VMWare will ensure a stable virtual environment as well as provide IT Services with new options and tools.

## **Outcome Strategy**

Each ESX host will have to be cleared of virtual servers and then upgraded. We will manually upgrade each of the seventeen servers to guard against any possible issues and/or downtime.

## **Outcome Method**

A quantitative measurement of the progress will be made to determine when the goal is reached.

## **Outcome Criterion**

To continue to have a stable and secure virtual environment.

## **Strategic Plan Relationship/General Education Goal**

Enhance the College

Goal 5.2.4 Technology

This goal relates to the overall success of the mission for the office of Information Technology Services

## **Outcome Results**

All virtualized servers, except those housing the phone system, have been upgraded to VMware 5.5. The virtual environment has become much more stable, and is showing better performance as the upgrade also allowed IT to install the Dell MEM for san storage and operate at best practices.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

## **Planned Distance Learning Improvement as an Outcome Result**

# Transportation, Shipping & Receiving, Inventory Control Administration

**Plan Period:** FY15

**Outcome ID#:** 8038

## **Outcome Description**

Increase the amount of processing area for Central Receiving.

## **Outcome Strategy**

Develop a racking system to tier storage for freight processing, increasing existing floor space. Study fork lift operations and safety concerns including height and turning radius restrictions. Find a racking system that accommodates the parameter findings and secure a vendor. Purchase and install the system.

## **Outcome Method**

Not needing to short store overflow freight in the Transportation Bay, blocking vehicle servicing and preparation access.

## **Outcome Criterion**

No short store storage of overflow freight in the Transportation Bay.

## **Strategic Plan Relationship/General Education Goal**

Enhance the College

Goal 5.2.3 Facilities Management

This goal relates to 5.2.3 Facilities Management, increasing operational efficiency and providing for future expansion in the Central Receiving area by increasing floor space for freight processing by utilizing existing floor space. Freight will stack vertically on racking in existing areas.

## **Outcome Results**

While increasing the Central Receiving freight processing area capacity by 34% (a jump from 1,100 to 1,477 square feet) the project came in on budget at \$5,979.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

The Shipping and Receiving (or Central Receiving) now has greater capacity to process the College in-bound and out-bound freight while not interfering with Transportation operations.

## **Planned Distance Learning Improvement as an Outcome Result**

# Web Development Services Administration

**Plan Period:** FY15

**Outcome ID#:** 7961

## **Outcome Description**

Cardette Event Attendees will be able to go online, choose an event, pay for that event with their credit card and receive a voucher which shows that they paid their event fees.

## **Outcome Strategy**

Once all testing is complete and the application passes internal scrutiny, a second round of testing will be implemented across a variety of departments. Once all scrutiny is satisfied and security is verified, the application will be deployed.

## **Outcome Method**

A quantitative measurement of the progress will be made to determine when the goal is achieved.

## **Outcome Criterion**

Cardette events will be published and offered to the public for sale. The money collected from those sales will be directly deposited into TVCC's account on behalf of the Cardettes.

## **Strategic Plan Relationship/General Education Goal**

Enhance the College

Goal 5.2.1 Business

## **Outcome Results**

Application completed and deployed.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

The Cardettes now sell all camp tickets online.

## **Planned Distance Learning Improvement as an Outcome Result**

# Web Development Services Administration

**Plan Period:** FY15

**Outcome ID#:** 7962

## **Outcome Description**

Cardette Show goers will be able to go online, choose a number of tickets, pay for those tickets with their credit card and receive their tickets by email. That email will also contain a receipt.

## **Outcome Strategy**

Once all testing is complete and the application passes internal scrutiny, a second round of testing will be implemented across a variety of departments. Once all scrutiny is satisfied and security is verified, the application will be deployed.

## **Outcome Method**

A quantitative measurement of the progress will be made to determine when the goal is achieved.

## **Outcome Criterion**

Cardette events will be published and offered to the public for sale. The money collected from those sales will be directly deposited into TVCC's account on behalf of the Cardettes.

## **Strategic Plan Relationship/General Education Goal**

Enhance the College

Goal 5.2.1 Business

## **Outcome Results**

Application completed and deployed.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

Cardettes now sell all their event tickets online until the day of their event.

## **Planned Distance Learning Improvement as an Outcome Result**

# Web Development Services Administration

**Plan Period:** FY15

**Outcome ID#:** 7963

## **Outcome Description**

The upgraded Cardinal ID Activation system will be one element of a synergistic multi-application initiative to guard against the latest forms of malicious unauthorized access to data in our systems.

## **Outcome Strategy**

We will install the most recent upgraded ASP.net platform; pull the system into its own stand-alone application; upgrade the password security interface; upgrade the CAPTCHA interface.

## **Outcome Method**

A quantitative measurement of the progress will be made to determine when the goal is achieved.

## **Outcome Criterion**

This ASP.net-based tool will allow new students to activate their Cardinal ID as they do now, but with an enhanced interface and enhanced security.

## **Strategic Plan Relationship/General Education Goal**

Enhance the College  
Goal 5.2.4 Technology

## **Outcome Results**

Application completed and deployed.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

The new application code is running at a higher level of security without flaw.

## **Planned Distance Learning Improvement as an Outcome Result**

# Web Development Services Administration

**Plan Period:** FY15

**Outcome ID#:** 7964

## **Outcome Description**

The final deliverable will be a long version of the informational video which will be delivered online and on DVD, and a 30-second version that could be used for television commercials.

## **Outcome Strategy**

TVCC's videographer will work together with the information officer and web developer to achieve a well-branded video which conveys the college's message.

## **Outcome Method**

A quantitative measurement of the progress will be made to determine when the goal is achieved.

## **Outcome Criterion**

The final deliverable will be a long version of the informational video which will be delivered online and on DVD, and a 30-second version that could be used for television commercials.

## **Strategic Plan Relationship/General Education Goal**

Enhance the College  
Goal 5.2.4 Technology

## **Outcome Results**

We created a 30-second TV ad that met the needs of this project this year. Next year we expect to re-evaluate the communication needs of the college and we may create a video broader in scope than just a TV ad.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

Our TV ad was distributed to various media outlets to promote semester registration.

## **Planned Distance Learning Improvement as an Outcome Result**



# Web Development Services Administration

**Plan Period:** FY15

**Outcome ID#:** 7965

## **Outcome Description**

The final product will feature at least one staging area creating multiple possible focal points for use in a variety of video content.

## **Outcome Strategy**

TVCC's videographer will work together with the maintenance crew to construct and install staging, lights and other aesthetic elements.

## **Outcome Method**

A quantitative measurement of the progress will be made to determine when the goal is achieved.

## **Outcome Criterion**

The final product will be will feature at least one staging area creating multiple possible focal points for use in a variety of video content. The videos will be distributed online only through the Cardinal Video Channel.

## **Strategic Plan Relationship/General Education Goal**

Enhance the College  
Goal 5.2.4 Technology

## **Outcome Results**

We are still in development of this studio in concept. However other priorities have prevented us from completion.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

## **Planned Distance Learning Improvement as an Outcome Result**

# Web Development Services Administration

**Plan Period:** FY15

**Outcome ID#:** 7966

## **Outcome Description**

When a web user comes to TVCC.edu with a mobile device, that device will be detected and the user will be redirected to the mobile-friendly site. Given the scope of the entire website, Phase I will focus on the primary content of the site. Subsequent phases will address directories, calendars, class schedules, etc.

## **Outcome Strategy**

Once all testing is complete and the application passes internal scrutiny, the application will be launched on our public website.

## **Outcome Method**

A quantitative measurement of the progress will be made to determine when the goal is achieved.

## **Outcome Criterion**

When a web user comes to TVCC.edu with a mobile device, that device will be detected and the user will be redirected to the mobile-friendly site. Given the scope of the entire website, Phase I will focus on the primary content of the site. Subsequent phases will address directories, calendars, class schedules, etc.

## **Strategic Plan Relationship/General Education Goal**

Enhance the College  
Goal 5.2.4 Technology

## **Outcome Results**

Technology and best practices have changed in the development of this project. We have chosen to go a different direction.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

We have chosen to go a different direction.

## **Planned Distance Learning Improvement as an Outcome Result**

# Web Development Services Administration

**Plan Period:** FY15

**Outcome ID#:** 7967

## **Outcome Description**

Students and faculty will be able to go to the IT Service website and browse through a complete index of support services we offer. Policies, processes and pricing will be included.

## **Outcome Strategy**

Once all testing is complete and the application passes internal scrutiny, the application will be launched on our public website.

## **Outcome Method**

A quantitative measurement of the progress will be made to determine when the goal is achieved.

## **Outcome Criterion**

Students and faculty will be able to go to the IT Service website and browse through a complete index of support services we offer. Policies, processes and pricing will be included.

## **Strategic Plan Relationship/General Education Goal**

Enhance the College  
Goal 5.2.4 Technology

## **Outcome Results**

This project is still being developed.

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

## **Planned Distance Learning Improvement as an Outcome Result**

# Community Support Plans

# Community Services Division Administration

**Plan Period:** FY15

**Outcome ID#:** 7596

## **Outcome Description**

Continuance of 2014 goal of development of a Medical/Nursing Assistant Advisory Committee

## **Outcome Strategy**

Identify at least three additional representatives from medical venues to participate in the college program advisory process.

## **Outcome Method**

Document that three new representatives met one or more of these criteria:

1. Participated in the M/NA advisory committee
2. Participated in providing M/NA Externship training and interacting with the program staff about recommendations.
3. Respond to college survey information

## **Outcome Criterion**

3 representatives from medical venues will participate with TVCC in the ongoing development of M/NA curriculum and program development for the training of entry level medical employees.

## **Strategic Plan Relationship/General Education Goal**

Enhance Community Life

Goal 5.3.3 Community Service

To provide training to the community

## **Outcome Results**

Complete--

These medical venues were represented on the advisory committee:

- \* Cedar Lake Nursing Home- Administrator/Owner
- \* Cartmell Home for the Aged-Administrator
- \* Texas Health Presbyterian Hospital-Director of Nursing
- \* East Texas Medical Center - Board Member

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

The committee requested the employment of a second full time medical instructor to meet the training needs of the community.

TVCC did hire the full time medical instructor.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Community Services Division Administration

**Plan Period:** FY15

**Outcome ID#:** 7597

## **Outcome Description**

Reclassify the only full time Medical/Nursing Assistant instructor to function as a division chairperson. (Other departmental staff are not medically trained.)

1. 50% instruction
2. 50% M/NA administrative tasks to supervise 25 part-time instructors, assist with development of medical curriculum, serve as the required Texas Department of Aging and Disability, etc.

Note: The current M/NA instructors posted job description includes administrative tasks, but she is only paid for course instruction.

## **Outcome Strategy**

Request reclassification from upper level administration of full time instructor to 50% administrative

## **Outcome Method**

Was reclassification approved

## **Outcome Criterion**

Change in full time medical instructor's job description to reflect actual tasks expected.

## **Strategic Plan Relationship/General Education Goal**

Enhance Community Life

Goal 5.3.3 Community Service

To provide needed, quality workforce training for the community.

## **Outcome Results**

Reclassification of one full time medical instructor was approved for fall 2015. However, the current load is 13.3% administrative (for CNA state certification training) and 86.7% remains instruction.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

Texas Department of Aging and Disability Services, who provides State of Texas certification for nurse aides, requires that a medical professional with at least two years of experience oversee CNA training. This meets that requirement.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Community Services Division Administration

**Plan Period:** FY15

**Outcome ID#:** 7598

## **Outcome Description**

Develop Workforce Marketable Skills Awards in Medical/Nursing Assistant.

## **Outcome Strategy**

In spring of 2014, survey need for Marketable Skills awards - mini certificates in Medical/Nursing Assistant Program.

- \* Spring advisory committee
- \* Spring student externs
- \* TVCC supervision of department
- \* Departmental staff

## **Outcome Method**

Did the needs survey indicate a need for Marketable Skills awards - mini certificates. Yes or No

## **Outcome Criterion**

It is expected that one or more Marketable Skills awards will be developed for the Medical/Nursing Assistant Program

## **Strategic Plan Relationship/General Education Goal**

Enhance Community Life

Goal 5.3.3 Community Service

The M/NA Program is designed to meet needs of area employers and students.

## **Outcome Results**

Yes-These two groups supported TVCC providing Marketable Skill Awards associated with Medical/Nursing Assistant.

1. The Medical/Nursing Assistant Advisory Committee
2. The spring 2015 graduating Medical/Nursing Assistant students.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

These Marketable Skills Awards were added:

1. Rehabilitation-Restorative Aide
2. Phlebotomy Certification
3. Pharmacy Tech Certification

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Community Services Division Administration

**Plan Period:** FY15

**Outcome ID#:** 7599

## **Outcome Description**

Research:

Begin the Development of a non-credit Logistic training program IF it is determined that it will meet area workforce development needs.

## **Outcome Strategy**

Survey:

1. Texas Workforce Commission projection on job availability
2. East Texas Workforce Solutions demand occupations
3. North Central Texas Workforce Solutions
4. TVCC Small Business Development Center
5. Athens, Palestine and Terrell Economic Development Committees

## **Outcome Method**

Was the response to surveys favorable to program development? Yes or No

And what are the specific topics of training that could be included to meet workforce needs. (Examples: CDL training, OSHA training, Warehousing and tracking materials, etc.)

## **Outcome Criterion**

TVCC will move forward if the majority of groups surveyed respond that there is an employment need for Logistics training.

## **Strategic Plan Relationship/General Education Goal**

Enhance Community Life

Goal 5.3.2 Outreach

A logistics training program would be designed to meet the needs of students and community employers.

## **Outcome Results**

Survey contributors:

1. Texas Workforce Commission projection on job availability
2. East Texas Workforce Solutions demand occupations
3. Athens, Palestine, Canton, Emory and Terrell Economic Development Corporations (This is an expanded group of participants, but North Central Texas Workforce Solutions did not respond.)

The responses were 87% favorable for moving forward with logistics training.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

The first training course (CDL licensure training) was begun in spring 2015. Three sections of the training has trained 22 students. They have a 100% pass rate.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL



# Educational Support Plans

# Academic Education Administration

**Plan Period:** FY15

**Outcome ID#:** 7985

## **Outcome Description**

In an effort to more adequately comply with FR 4.3 and CS 3.4.5, the academic affairs office will create a webpage for each academic program area that comprehensively describes the services provided by the program as well as the respective academic requirements.

## **Outcome Strategy**

At least two individuals from the TVCC academic affairs office will be trained by the IT department on how to structurally create a website as well as the proper approach to design. A consistent design will be implemented for each academic area.

## **Outcome Method**

When the academic affairs website is complete and includes a page for each separate academic area, this goal will be met

## **Outcome Criterion**

A separate webpage will be created for each academic area.

## **Strategic Plan Relationship/General Education Goal/General Education Goal**

Enhance Learning

Goal 5.1.3 Academic Success

This goal will publicly and visibly document our mission "to provide quality academic programs".

## **Outcome Results**

Due to staffing changes in the office, no improvements have been made to the website. Plans are in progress to work towards completing this endeavor before the fall 2016 semester begins.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

N/A

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Academic Education Administration

**Plan Period:** FY15

**Outcome ID#:** 7986

## **Outcome Description**

Students will receive more consistent and narrowly focused advisement on pathways to complete as they work towards achieving their transfer goals.

## **Outcome Strategy**

The office of Academic Affairs, in conjunction with the guidance office and registrar, will evaluate the current electives listed on degree plans and revise them to more clearly reflect a coherent, suggested pathway with specific menu of electives provided which are relevant and appropriate for college/university transfer.

## **Outcome Method**

Core completion rates, graduation rates, and reverse graduation rates provide by THECB report card and annual accountability report.

## **Outcome Criterion**

Increase in core completion rates, graduation rates, and reverse graduation rates.

## **Strategic Plan Relationship/General Education Goal/General Education Goal**

Enhance Learning

Goal 5.1.3 Academic Success

By solidifying a more specific pathway for each program, the office of Academic Affairs is seeking ways to improve upon the quality academic programs to meet the educational needs of our students and citizens in our service area.

## **Outcome Results**

Working with student services personnel throughout the academic year, the academic pathways were streamlined while reducing the AA degree to 60 SCH. Math course requirements were also evaluated and MATH 1342 statistics course became the default math core course in many existing pathways. These decisions were done in conjunction with university partnerships and articulation agreements.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

Publications in the catalog were revised. Work is in place to update the degree plans for each pathway to more succinctly represent the curricular requirements for AA degree seeking students.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Athletics Administration

**Plan Period:** FY15

**Outcome ID#:** 8039

**Outcome Description**

All sports head coaches, athletic director, athletic coordinator and director of sports medicine will all have the time and place to better communicate what is happening within their areas as well as address any needs that they may have.

**Outcome Strategy**

On the first Monday of each month all personnel listed in the outcome will have a staff meeting at 8:15 in the Red Room of the gym.

**Outcome Method**

Tracking the attendance and input shared.

**Outcome Criterion**

100% of the staff should be in attendance unless they are out of the office, in which they will communicate in advance.

**Strategic Plan Relationship/General Education Goal/General Education Goal**

Enhance the College

Goal 5.2.1 Business

We are streamlining the information process because we are all sharing at the same time, and only once.

**Outcome Results**

**Outcome Distance Learning Results**

**Planned Improvement as an Outcome Result**

**Planned Distance Learning Improvement as an Outcome Result**

# Athletics Administration

**Plan Period:** FY15

**Outcome ID#:** 8040

**Outcome Description**

The vice-president of student services, athletics director, associate athletic director and athletic coordinator will have a time and a place to address any issues and/or needs involving our department of athletics.

**Outcome Strategy**

The aforementioned personnel will meet on a weekly basis in the office of the vice-president each Monday at 11:00 am.

**Outcome Method**

Tracking the attendance and the input shared.

**Outcome Criterion**

All college administrative staff directly related to the department of athletics will be in attendance and will share input and ideas.

**Strategic Plan Relationship/General Education Goal/General Education Goal**

Enhance the College

Goal 5.2.1 Business

We are streamlining the information process because we in athletics administration are receiving TVCC administration at one place and one time.

**Outcome Results**

**Outcome Distance Learning Results**

**Planned Improvement as an Outcome Result**

**Planned Distance Learning Improvement as an Outcome Result**

# Band Administration

**Plan Period:** FY15

**Outcome ID#:** 7968

## **Outcome Description**

The Fall 2014 Cardinal Regiment will perform music that is challenging so as to improve their skill level that exceeds the average community college band student.

## **Outcome Strategy**

The Marching Band Director, the Director of Bands and Private Music instructors will work with students to sharpen their skills. They will assist students in setting skill-based goals and guide them in developing pathways to reach those goals so as to stretch and improve the students' performance level.

## **Outcome Method**

By the time of the Spring 2015 Concert, students will be playing music that exceeds the average skill level of a community college student. They will perform musical pieces that are considered university-level, and will perform them with skill and a pleasing sound. The determinations of skill and performance sound will be made by the department faculty who are qualified to make such evaluations.

## **Outcome Criterion**

As a whole, the band will increase its skill and performance sound level to that of university level, as determined by the music faculty, by the final spring concert.

## **Strategic Plan Relationship/General Education Goal/General Education Goal**

Enhance Learning

Goal 5.1.1 Student Engagement

## **Outcome Results**

The instrumental faculty believe the Cardinal Regiment achieved the goals set for the end of 2014/2015. We will continue our practice of students practicing on their own and in sectionals apart from the classroom time. We will continue to participate in outside of required class performances that are community sponsored to keep us ready to perform within a reasonable amount of time usually about a 5 day notice.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

None

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Band Administration

**Plan Period:** FY15

**Outcome ID#:** 7980

## **Outcome Description**

MB members will engage in a goal setting protocol during the August 2015 Band Camp.

## **Outcome Strategy**

The MB Director, assisted by the student leaders of the band, will instruct members on the importance of setting goals. They will provide guidance to the members in creating goals and then establishing action plans to reach those goals.

## **Outcome Method**

The goal setting protocol will a success when band members finalize a written list of goals, their action plans for reaching written goals and the criteria for evaluating their success in following the protocol. Students will be able to verbalize how effective their action plans were and how valuable the process was in helping them reach their goals.

## **Outcome Criterion**

Students will each produce a written list of goals, an action plan to reach each goal and an evaluation of the success of their plan. A narrative which describes the lessons learned while completing this process will be part of this criterion.

## **Strategic Plan Relationship/General Education Goal/General Education Goal**

Enhance Learning

Goal 5.1.1 Student Engagement

## **Outcome Results**

This assessment did not come to fruition because of the difficulty of measuring this exercise properly. It was a good idea, just did not work.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

I will need to be more specific in my goal setting process August 2016. The specifics will be, "How can we recruit new students that will be effective?" I will ask the students to remember what may have attracted them to come to TVCC and how can we improve on that interest. Another goal I will suggest to them is, "How can we come together as a cohesive unit, though we are made up of many different people, backgrounds and ideas?"

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Business and Computer Science Division Administration

**Plan Period:** FY15

**Outcome ID#:** 7818

## **Outcome Description**

Provide the opportunity for Business and Computer Science Faculty to attend professional development activities on the local, regional, state and national level, so that the faculty can continue to be familiar with the new software, the evolution of new delivery systems for distance/interactive education and view new trends in their particular field of study.

## **Outcome Strategy**

Provide the opportunity for the Business and Computer Science Faculty to attend professional development activities on the local, regional, state, national level.

## **Outcome Method**

Documentation of Business and Computer Science Faculty attending professional activities

## **Outcome Criterion**

Faculty can incorporate new ideas and methods of instruction into their presentations for the students to learn from their presentations.

## **Strategic Plan Relationship/General Education Goal/General Education Goal**

Enhance Learning

Goal 5.1.4 Workforce Success

## **Outcome Results**

Faculty members in the Business and Computer Science Division have attended local, state, regional and national conferences that enhance their skills in the areas of their teaching expertise. Attending the conferences allows the faculty member to network with faculty members from within our state and other states, observe new techniques, methods and bring new concepts back to their classrooms for the improvement of their instructional strategies in their classrooms and improve instruction overall at TVCC.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

This process is successful and working and there is no need to change the process at this time.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL



# Business and Computer Science Division Administration

**Plan Period:** FY15

**Outcome ID#:** 7819

## **Outcome Description**

The student will be better able to handle entry into the world of work with additional skills provided by the new computer science courses/certificate in the Business/Computer Science Division.

## **Outcome Strategy**

The Business/Computer Division will develop, implement and offer new Business /Computer Science courses in new and existing certificates, so as to enhance the opportunities for students to enroll in these courses and gain additional skills. The new courses and or certificates will be a required part of the curriculum

## **Outcome Method**

The administrative responsibility of this goal will be the successful development and implementation of the new computer science courses and certificate(s) in the TVCC catalogue.

## **Outcome Criterion**

Students in the Business and Computer Science Division will enroll in the new Business/Computer Science courses and certificate(s)

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.4 Workforce Success

Enhance student learning in the Business/Computer Science Division by providing a number of additional Business/Computer Science courses and certificate(s) to train for workforce skills.

## **Outcome Results**

We have expanded the course offerings by developing a new Marketable Skills Certificate. All of the courses will be available to students online and some will be in a face to face setting.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

Continue to offer unique courses that offer students skills that will gain them employment.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Business and Computer Science Division Administration

**Plan Period:** FY15

**Outcome ID#:** 7820

## **Outcome Description**

The students will be provided a greater variety of instructional deliveries so that one of the methods of delivery will best be suited for the students learning style

## **Outcome Strategy**

The Business Division will purchase and install the smart-room technology in the year 2014-2015

## **Outcome Method**

Purchase and installation of smart-room technologies for the Baugh Technology Center. A classroom will be equipped in the Baugh Technology Center with smart room technologies be they mobile lap top computers or desk top computers

## **Outcome Criterion**

A classroom will be upgraded in the Baugh Technology Center with smart-room technology. Selected faculty members will be equipped with I-pads, note books, lap tops, and other equipment so as to provide better instructional delivery to the students

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.4 Workforce Success

The latest technologies will be used in the classroom this will enhance student learning by providing a variety of instructional deliveries

## **Outcome Results**

Business Division purchased twenty seven desk top computers on the Athens and several desktops were also purchased for the Palestine and Terrell campuses. Projectors and elmo document cameras for the faculty use in the classroom were purchased to improve the instruction provided. These new computers will allow us to deliver current market workforce skills with cutting edge equipment.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

Continue to upgrade hardware and software to match or exceed the market place criteria.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Cardettes Administration

**Plan Period:** FY15

**Outcome ID#:** 7816

## **Outcome Description**

90% of the team will be able to successfully pass 90% of the required list of elements at the end of each semester.

## **Outcome Strategy**

Element list will be given to students at the beginning of the semester with areas to concretely access.

## **Outcome Method**

Technique tests will be administered throughout the semester.

## **Outcome Criterion**

90% of the dancers will pass 90% of the technique tests.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.1 Student Engagement

If the student is successful in the required elements then they will be at a level to continue on in the dance fields properly.

## **Outcome Results**

In the fall semester we administered the basic technique test which we found was not a good starting point since the sophomore student was already on a higher level and should have already mastered the required moves. In the spring we administered 3 tests with a combination of ballet, basic jazz techniques, flexibility, and endurance elements. We found this was a better starting point to see growth from the beginning of the semester to the end. In the spring out of 32 dancers, only 5 did not pass with a C or higher on the final test (which was a combination of the first and second tests). Therefor 85% mastered the elements.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

We will continue on this same path for 2015-16 along with having a better form of measurement with the students taking the same or similar test at the beginning of the semester and at the end of the semester.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Cardettes Administration

**Plan Period:** FY15

**Outcome ID#:** 7817

## **Outcome Description**

90% of the team will pass each semester with a 2.5 GPA or higher.

## **Outcome Strategy**

Promote study sessions, tutors, group study and to work more closely with the CSC on campus. Require a minimum of 2 hours per week in a predetermined area on campus for monitored study time.

## **Outcome Method**

Review transcripts at the end of each semester for necessary grades.

## **Outcome Criterion**

90% of the team will complete each semester with a 2.5 GPA or higher.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.1 Student Engagement

If the student utilize the resources on campus to pass classes then they will complete the education process on our campus ready to transfer to a 4 year university.

## **Outcome Results**

We were successful in this area for 2014-15. Of 42 students in the Fall all 42 were eligible to return in the spring and out of those 42 38 had a GPA of 2.0 or higher and completed 12 hours. Of these 42 total, 34 completed with a 2.5 or higher GPA therefore 80% successful.

Of the 35 students in the spring all were eligible to return for 2015-16 unless they were graduating. Of these 35 on 2 did not finish the semester with a 2.0 GPA or higher and completed at least 12 hours. Of the 35 total students, 29 completed with a 2.5 or higher GPA therefore 82% successful.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

We will continue to stay on this same path and use the tools of study hall, grade sheets and academic night curfews plus investigate any other means of assistance for the students.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Cardettes Administration

**Plan Period:** FY15

**Outcome ID#:** 7850

## **Outcome Description**

Create a minor in Dance program at TVCC for students who want to continue their dance education. Additional courses would be added for a minor but work with-in the new 60 hour course load for an Associate's degree.

The program will follow that path of the typical transfer student to the upper level university where they would gain basic dance courses at TVCC. The more we can offer potential students in their field of interest the more students we will want to become a part of the team.

## **Outcome Strategy**

Begin research on courses and requirements at other 2 year and 4 year colleges/universities in the field of dance.

## **Outcome Method**

Increase in the number of dancers who audition for the team.

## **Outcome Criterion**

Minor in Dance established within a 2 year time frame. This will hopefully add more dancers to the program

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.1 Student Engagement

The more courses we can offer at TVCC that the potential student may take at an upper level university promotes why the student should attend TVCC and be a part of the dance team.

## **Outcome Results**

We started gathering information on the typical courses a student would need in their first 2 years at a university in this field of study. We began matching the courses that TVCC offers with these first 2 year courses. From there we stopped our research due to the changing of required hours and classes needed at TVCC.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

We intend on continuing with this plan to add a degree plan for dance. With the lessening of the amount of hours a student needs at TVCC to graduate as well as the process to get a course and new degree plan approved we estimate this process will take 1-2 years to complete and implement.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Cardinal Academic Performance Services

**Plan Period:** FY15

**Outcome ID#:** 7969

## **Outcome Description**

To better serve students requiring tutoring services, but who are unable to commit to regular appointments.

## **Outcome Strategy**

At beginning of each semester, coordinator and CSC assistant will look at tutoring requests submitted and determine classes with most need. After accepting applications from tutors, we will decide 2 or 3 students, who best match these needs, and schedule time slots, which alternate during the day.

## **Outcome Method**

Tutors designated as drop-in tutors, will maintain a list of students whom they assisted during the month. Time slots or subject matter will be adjusted, if needed, to best assist majority of students.

## **Outcome Criterion**

Students will become accustomed to having tutors readily available, at various times during the day, and will use these tutors more.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.2 Student Services

Students will seek help more often, when it is readily available.

## **Outcome Results**

During the 3-year period of Fall 2011 through Summer 2014, The TVCC--Athens campus tutoring program provided tutoring for 769 individual sessions. Fall 2014, a start-up Drop-In tutoring program was added to individual scheduled sessions that met twice weekly. From Sept. 2014-May 2015, the tutoring program provided tutoring for 595 sessions. There were 145 students who used the drop-in tutoring services during this same time; covering 21 different subjects. The numbers proved a great need for these services.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

It is apparent, by the number of students using the drop-in tutoring program, that it is greatly needed. The program will continue, on a regular basis, and sessions will be added, with additional tutors, as need and space allows.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Cardinal Academic Performance Services

**Plan Period:** FY15

**Outcome ID#:** 7970

## **Outcome Description**

Students often have difficulty writing college level papers. Many have either been out of public school for many years, dropped out of public school, or simply did not acquire the skills needed to feel comfortable writing essays or research papers.

## **Outcome Strategy**

A specific weekly time will be scheduled, so students needing help to begin, or complete a written essay or research paper, can receive help needed. This time/lab will be conducted by either an upper-level student, or another competent person, on a part-time basis.

## **Outcome Method**

Number of students requesting and using services, will be a determining factor, if service will be continued in future semesters.

## **Outcome Criterion**

Students will receive guidance on proper construction of composition and feel more confident with written assignments.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.2 Student Services

Increase quality of student writings.

## **Outcome Results**

From Sept. 2014-May 2015, approximately 80 students requested writing assistance. Although these students received help from the tutoring staff, no formal writing lab was developed.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

Because the need is still apparent, plans are continuing and will be expected to open for students in Fall 2015. Numbers of requests have been supplied to support student need. Recommendations have been made, to administrative personnel, to hire a professional tutor to staff a writing lab, on a part-time basis. Although monies were not available in the FY 2014-15, requirements have been submitted to proceed in FY 2015-16.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Cardinal Academic Performance Services

**Plan Period:** FY15

**Outcome ID#:** 7971

## **Outcome Description**

To increase instructor involvement with the tutoring program, by recruitment methods. These volunteer faculty members will be professional tutors.

## **Outcome Strategy**

Using recruiting strategies, the CSC personnel, will enlist the help of TVCC faculty and staff, to assist students requiring additional help for classes.

## **Outcome Method**

Number of students utilizing services.

## **Outcome Criterion**

Faculty will be more aware of CSC--Cardinal Success Center, and services offered. Professional staff will be able to aid in students learning outside the classroom. A partnership will be formed between CSC personnel and faculty and staff.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.2 Student Services

This goal is to improve the quality of TVCC tutoring services, and to increase retention of students, due to success in the classroom.

## **Outcome Results**

The 2014-15 school year, saw 10 faculty members, providing volunteer tutoring hours in the Fall semester, and 9 in the Spring semester. With the exception of one, the same instructors volunteered in the Fall and Spring semesters. Requests were sent to the faculty, on the Athens campus, at the beginning of each semester, asking for volunteers and hours. The only other requests made, were for faculty help during Late Night Study Hours, the week before finals. A couple of staff members volunteered during this time, to help with tutoring. Students have been hesitant about using their instructors for tutoring. Many have concerns that they will look 'stupid' to their instructor, and are afraid that will carry over into the classroom.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

More one-on-one requests need to be done, to ask for volunteer hours, among faculty. These requests need to be made several times, throughout each semester. Ways, other than monetary, are being looked at, as a way to thank/compensate instructors for donating their time to help with students. A separate study room, with computer, table, and white board has been set up, to accommodate professional and faculty tutors.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL



# Cardinal Academic Performance Services

**Plan Period:** FY15

**Outcome ID#:** 7972

## **Outcome Description**

To increase quality of disability services, by guidance of students, delivery of accommodations, and assisting of faculty of providing accommodations.

Students requiring services, will be better self-advocates of accommodations.

## **Outcome Strategy**

Maintain contact with students registered with Disability Office. Provide help to instructors in providing proctored exams to students requiring these accommodations. Assist other TVCC campuses and their counselors determine allowable accommodations, according to documentation provided to school.

Students and parents will be informed of disability services during Freshman Orientation sessions.

## **Outcome Method**

Increase, by 3%, students registering with disability office.

## **Outcome Criterion**

Students will feel more comfortable seeking assistance through the disability office.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.2 Student Services

Students needing special accommodations, will be provided those services, as a means of helping them be more successful in their college courses, or involvement in the college experience.

## **Outcome Results**

There were 111 students registered with the Disability Services Office this year, and an additional student in the prison program was provided with services. This is an increase, from approximately 50, only a few short years ago. On a weekly average, we administered 3-4 tests with accommodations. Several students have begun stopping by the office, for weekly visits, which implies they are becoming more comfortable with the office atmosphere. More instructors are using the office to administer accommodations, and 2 instructors inquired about the correct way to refer students, who they felt needed services, but were not registered. Presentations were made to parents attending Freshman Orientation programs during the Summer, and presentations were also made to high school counselors twice during the school year. Information packets were made available during each of these sessions.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

The Disability Office is continuing to work with faculty to provide services to students. It is imperative to continue presentations to parents and public school counselors, as they help inform students, and prospective students, of available services.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Career & Technology Division Administration

**Plan Period:** FY15

**Outcome ID#:** 7864

## **Outcome Description**

Program faculty will recommend changes to required courses or the elimination of some courses to meet the 60 hour rule.

## **Outcome Strategy**

The requirements for completion of all AAS degrees and Certificates in the Career and Technology Division will be reviewed to insure they meet State and Workforce Education Course Manual guidelines.

## **Outcome Method**

The requirements for completion of all AAS degrees in the Career and Technology Division will be reviewed to insure they meet the required maximum of 60 semester hours for AAS degrees.

## **Outcome Criterion**

Changes in the CTE programs will be completed during the Spring 2015 semester to meet State guidelines.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.4 Workforce Success

## **Outcome Results**

The Division has completed State and Workforce Education Course Manual guidelines for the 60 hour rule required in 2015.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

Catalog was changed to reflect 60 hour rule and core curriculum.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Career & Technology Division Administration

**Plan Period:** FY15

**Outcome ID#:** 7879

## **Outcome Description**

The Career and Technology Division will implement a Grad Cast program which allows students to send up to 100 resumes to potential employers. The program will allow the Workforce Education Division to track the results of graduate employment.

## **Outcome Strategy**

The Career and Technology Division will continue to seek funding for the implementation of graduate placement and feedback.

## **Outcome Method**

Employment results and tracking of students will assist in determining success rates for graduates in finding employment or continued education for workforce program completers.

## **Outcome Criterion**

Success rates and tracking will assist the CTE division in designing current and future programs for student success.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.4 Workforce Success

## **Outcome Results**

The Career and Technology Division has implemented a Grad Cast program which allows students to send up to 100 resumes to potential employers. The program will allow the Workforce Education Division to track the results of graduate employment

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

Grad Cast has been implemented and feedback is forthcoming in fall of 2015.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Career & Technology Division Administration

**Plan Period:** FY15

**Outcome ID#:** 7880

## **Outcome Description**

Increases the likelihood that a student will complete high school, and enroll in college courses that encourage the transition to seek a college degree and training.

## **Outcome Strategy**

The CTE Division will assist TVCC district high schools and High school students participate in a TVCC course. The student receives simultaneous college credit for the course from both TVCC and the high school.

## **Outcome Method**

The success of the program will be determined by the successful completion of college credit and high school graduation requirements by the dual credit student.

## **Outcome Criterion**

CTE will expand the offerings for dual credit to Independent School Districts.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.4 Workforce Success

## **Outcome Results**

The Career and Technology Division is offering dual credit courses to high school students in the TVCC service area.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

Courses offered to high school students are online, interactive TV courses, or face to face classroom on the various TVCC campuses. The Division is working with various participating High School student advisors to meet the needs of the students, the High School, and TVCC.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Distance Education Administration

**Plan Period:** FY15

**Outcome ID#:** 8026

## **Outcome Description**

By Spring 2015 our goal is to have TVCC's online courses moved from our TVCC self-hosted server to the Blackboard Managed-Hosted server.

## **Outcome Strategy**

- complete the paperwork and documents needed by Blackboard to understand how our courses are currently housed
- decide on the URL for the new managed-hosted server
- determine how users will login to the new managed-hosted server
- managed-hosted testing server and production server will be updated to the April 2014 service pack release (4 service packs higher than what we are currently running)
- duplicate our building blocks that are currently being used on the self-hosted server
- move sample courses to the managed-hosted test site so that limited faculty can approve the new environment prior to moving our "live" semester courses to the production server.
- "clean up" our course shell list currently on the self-hosted server so that we move only the courses that are necessary
- restore 1-2 semesters of archived courses to the new managed-hosted production server.
- archive our current "live" courses and restore on the managed-hosted production server when ready
- move all of our users to the managed-hosted server
- communicate with faculty about the migration, time-line, service pack update and other details.

## **Outcome Method**

If we are able to teach our "live" courses on the new managed-hosted server for Spring 2015 then the move was a success.

## **Outcome Criterion**

All our courses are moved with limited disruption to faculty or students. All faculty and students are able to login and access their Spring 2015 online courses. Faculty are able to see their older courses as well.

## **Strategic Plan Relationship/General Education Goal**

Enhance Community Life

Goal 5.3.5 Distance Education

## **Outcome Results**

The process for moving from Blackboard self-hosted to Blackboard managed-hosting started in Fall 2014.

During this process the following were determined/accomplished:

- Communication with Blackboard throughout the process to determine the best course of action for TVCC
- TVCC decided to keep our current URL for TVCC online courses (<https://ecourses.tvcc.edu>). The college will pay \$500 per year for the SSL certificate.
- faculty were given specific login credentials (and were asked to change their password upon their initial login). Students will login using the following credentials: username - Cardinal ID; password - last name, first initial, last 4 numbers of social security number.
- the new test and production servers were updated to April 2014 release
- building blocks were duplicated so that there were no changes in building blocks for our users.
- "sample" courses were moved to the new server. Several faculty (who are heavy Blackboard users) tested the new server and gave feedback for improvement. Improvements were made.
- Spring, Summer and Fall 2014 course shells were restored to the new server
- All users (faculty and students) were moved to the new server
- TVCC went "live" with online courses in the Blackboard Managed Hosting server January of 2015

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

- Yearly purchase of SSL Certification
- All course shells are now batch created using a CSV file provided by Computer Support
- Faculty were trained to move the course materials into their blank course shells.
- Now when patches or updates have to be applied, because of the 2 servers, we no longer have to shut services down completely. We can perform a rolling restart without disruption.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Distance Education Administration

**Plan Period:** FY15

**Outcome ID#:** 8027

## **Outcome Description**

When the new online training initiative was established in Spring 2014, part of the plan was to "certify" the courses after the new online instructors finished their first semester of teaching their course live and finished working with their mentor faculty member.

## **Outcome Strategy**

- in Summer 2014 about 3 new online faculty completed their first semester of teaching their course and in Fall 2014 about 12 new online faculty will complete their first semester of teaching their course
- in Spring 2015 we will need to look at all of those courses and the paperwork presented by their mentor faculty to determine if they have met the requirements to be TVCC online certified
- I will seek the help of the faculty members who assisted with course certifications prior to Spring 2014
- in this new process the mentor faculty has used the rubric as their guide for assisting the new online instructor "build" their course and "teach" their course so most of the work is done.
- this last step in the process will be a new set of eyes (so this will not be the mentor faculty who was assigned to that new online instructor)

## **Outcome Method**

We will use the list of new online faculty for Summer 2014 and Fall 2014 who have been trained and worked with a mentor.

## **Outcome Criterion**

Our goal is that all courses connected to the faculty on the lists for Summer 2014 & Fall 2014 will be "certified" by the end of the Spring 2015 semester.

## **Strategic Plan Relationship/General Education Goal**

Enhance Community Life

Goal 5.3.5 Distance Education

## **Outcome Results**

Although the new faculty did go through the training process with their mentor faculty, we are still working to complete the course certifications for these new faculty members. Several had small items that needed to be completed and updated; due to the fact that the same courses are not consistently taught every semester, those updates have taken longer than predicted.

We will continue to work with the new faculty and their mentor faculty to ensure that all new courses complete the course certification process.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Dual Credit Education Administration

**Plan Period:** FY15

**Outcome ID#:** 7877

## **Outcome Description**

Dual Credit Workforce Education pathways will provide additional opportunities for high school dual credit students to earn Level 1 Certificates and achieve marketable skills while in high school. In addition, TVCC Workforce Education programs will have an increase in enrollment, due to dual credit enrollment. This goal will also assist area high schools in meeting their requirements under House Bill 5, and strengthening partnerships between the area high schools and TVCC.

## **Outcome Strategy**

The director will work with the Associate Vice President of Workforce Education and Workforce Education Division Chairs to develop pathways that high school dual credit students can begin, while in high school. The director will market the completed pathways to the area high school CTE departments to encourage CTE students to enroll in dual credit programs. These pathways will be more focused towards high school CTE students, rather than high school academic students.

## **Outcome Method**

An increase in dual credit enrollment, specifically in courses within the Workforce Education areas. Dual Credit enrollment comparisons will be made between semesters, and between the 2014 and 2015 school years.

## **Outcome Criterion**

Total dual credit enrollment will increase by 5% in the 2015 school year. Dual credit enrollment in the Workforce Education areas will increase by 5% in the 2015 school year.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.4 Workforce Success

This outcome relates to the TVCC Strategic Planning Goal 5.1.4 in providing a focused high school dual credit workforce education pathway that will assist high school students in obtaining certificates, professional licensure, and employment. Students will begin their pathway, continue, and finish their chosen pathway at TVCC, upon graduating from high school. Workforce enrollments will increase, as well as an increase in graduation rates for the identified pathways.

Enhance Community Life

Goal 5.3.2 Outreach

This outcome relates to the TVCC Strategic Planning Goal 5.3.2 in providing a Workforce Education pathway for high school dual credit students who are interested in participating in college-level courses. High school CTE students are often ethnically, educationally, and/or economically under-represented populations, and are in need of marketable skills.

## **Outcome Results**

The overall Dual Credit course enrollment for 2013-2014 was 5,914, while the 2014-2015 overall Dual Credit course enrollment was 6,404, an increase of 490 enrollments. Academic Dual Credit course enrollment for 2013-2014 was 5,481, while the 2014-2015 Academic Dual Credit course enrollment was 5,637, an increase of 156 enrollments. The Technical Dual Credit course enrollment for 2013-2014 was 433, while the 2014-2015 Technical Dual Credit course enrollment was 765, an increase of 332 enrollments. The goal was reached by implementing CTE/technical pathways within the Dual Credit programs at the area high schools and by marketing such programs to the students. In addition, the Director of Dual Credit began presenting at High School Parent Nights, marketing Dual Credit and Technical Dual Credit programs.

## **Outcome Distance Learning Results**



NULL

**Planned Improvement as an Outcome Result**

The Director of Dual Credit will continue to market the Dual Credit and Technical Dual Credit pathways to area high schools and students with the use of the Dual Credit website, brochures, posters, High School Parent Nights and community presentations.

**Planned Distance Learning Improvement as an Outcome Result**

NULL

# Dual Credit Education Administration

**Plan Period:** FY15

**Outcome ID#:** 7878

## **Outcome Description**

An embedded dual credit faculty course content evaluation will assist in ensuring the dual credit courses taught by embedded faculty, at the area high schools, are college-level, and are meeting the established TVCC LEAPS for those courses. This, in turn, will ensure that dual credit students are competent in the college-level course, before moving into the next level of college-level course material. This will also relieve concerns expressed by division chairs and TVCC faculty about the content of embedded dual credit courses.

## **Outcome Strategy**

The director will work with the Vice President of Instruction, Associate Vice Presidents, Provosts, division chairs, and TVCC faculty in developing a course content evaluation for embedded dual credit courses. The course content evaluation will coincide with the embedded instructors' faculty evaluation, each Spring.

## **Outcome Method**

An increase in Performance as Expected and Strength to Retain on embedded instructor's faculty evaluations in the areas directly related to teaching and course content.

## **Outcome Criterion**

Positive embedded faculty/course evaluation results in the areas directly related to teaching and course content will increase by 25%.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.3 Academic Success

This outcome relates to the TVCC Strategic Planning Goal 5.1.3 in providing an embedded dual credit instructor/course evaluation that ensures the dual credit courses being taught at the high school campuses are TVCC courses, with college-level content, TVCC LEAPS, and TVCC requirements. This evaluation will ensure that dual credit students who opt to enroll in embedded dual credit courses are receiving the same level of instruction, content, and materials, which traditional TVCC students receive in face-to-face campus courses, and in TVCC online courses. This will ensure dual credit students will be prepared for higher-level college course work, and will be ready to successfully transfer to a four-year university, when they choose.

## **Outcome Results**

There was a marked increase in Performance as Expected and Strength to Retain on returning embedded instructor faculty evaluations in the areas directly related to teaching and course content.

Of the embedded faculty that returned in the 2014-2015 school year, positive embedded faculty/course evaluation results in the areas directly related to teaching and course content increased by .2% from the 2013-2014 school year.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

Changes resulting from the evaluation include the incorporation of LEAPS into all embedded high school dual credit courses. This has additionally results in more contact between Division Chairs and embedded faculty. The Director of Dual Credit has increased contact with embedded faculty and re-stressed the importance of participating in the evaluation process. All embedded faculty have been invited to attend the New Faculty Orientation, as a result of the evaluation process.

**Planned Distance Learning Improvement as an Outcome Result**

# Financial Aid Office Administration

**Plan Period:** FY15

**Outcome ID#:** 8044

## **Outcome Description**

Decrease error and confusion associated with scholarship award and balances carried forward from previous semesters. Reduce the amount of time financial aid office staff must spend in determining and entering balances of unused funds.

## **Outcome Strategy**

Implement an accounting program to automate the entry of balances on deposit that are carried forward. Also implement an accounting program to automate the entry of donor scholarships awarded but not used.

## **Outcome Method**

Compare the amount of time financial aid office staff spend determining and entering balances for the Fall and Spring semesters in FY14 to the amount of time spent in FY15.

## **Outcome Criterion**

The total amount of time spent determining and entering balances for the Fall semester will decrease from FY14 to FY15.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.1 Student Engagement and Goal 5.1.2 Student Services

This outcome relates to TVCC Strategic Plan Goal #5.1.1 and #5.1.2 by providing smoother processing of scholarship awards. The financial aid office staff will have additional time to award supplemental aid to students.

## **Outcome Results**

Not attained. The board has approved for administration to send out RFP's for an ERP system.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Financial Aid Office Administration

**Plan Period:** FY15

**Outcome ID#:** 8049

**Outcome Description**

To better meet federal student aid regulations regarding record keeping and student accounts.

**Outcome Strategy**

The Director and Assistant Director of Student Financial Aid will work with Administrative Computing to make the financial aid portion of a student's Cardinal Connection account more "user-friendly".

**Outcome Method**

Assessment pending final report of Department of Education program review done Spring 2014.

**Outcome Criterion**

Meet or exceed minimum federal regulations.

**Strategic Plan Relationship/General Education Goal**

Enhance the College  
Goal 5.2.4 Technology

**Outcome Results**

Fully attained. Administrative Computing made several changes to the Cardinal Connection portal. Changes included more detailed account information made available to the students.

**Outcome Distance Learning Results**

NULL

**Planned Improvement as an Outcome Result**

**Planned Distance Learning Improvement as an Outcome Result**

NULL

# Fine Arts Division Administration

**Plan Period:** FY15

**Outcome ID#:** 7795

## **Outcome Description**

In the spring of FY15, faculty will have applied and evaluated the new assessments and rubrics and will be able to make appropriate adjustments.

## **Outcome Strategy**

During each semester, faculty will evaluate their experience with each activity, assessment format, and rubric and will note their satisfaction or dissatisfaction with any element in the process. At the end of the spring semester, departmental faculty will discuss their experiences and determine changes to the process in order to increase the effectiveness of the process.

## **Outcome Method**

Assessment of the elements in the process will occur as each faculty member applies the elements and uses the agreed-upon rubric to assess student success in a particular area.

## **Outcome Criterion**

The LEAPs designed for the FY16 year will be well vetted, and the process should adequately provide the data required on student success in an effective manner.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.2 Student Services

This evaluation process will provide instructional support to support student success.

## **Outcome Results**

During the planning phases for LEAPs that reflect the new core objectives, Fine Arts Division faculty successfully applied the new elements and used an agreed-upon rubric to develop their LEAPs. Faculty developed effective LEAPs for all core courses that lie in the Fine Arts Division.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

There may be slight changes made to the LEAPs in each department, but the overall process went smoothly and was completed in a timely manner.

All faculty but one participated in the assessment of LEAPs. Adjunct faculty--even embedded faculty--all participated; only one full-time faculty member on a satellite campus did not. Her supervisor was notified, and he visited with her about her participation in the future.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Food Services Administration

**Plan** FY15

**Outcome ID#:** 8059

**Outcome Description**

Positively impact students' retention and success rates by engaging them with the campus through campus dining and giving them a sense of ownership and belonging.

**Outcome Strategy**

Improve facilities and customer service.

**Outcome Method**

Customer feedback through verbal and written methods.

**Outcome Criterion**

**Strategic Plan Relationship/General Education Goal**

Enhance Learning  
Goal 5.1.1 Student Services

**Outcome Results**

**Outcome Distance Learning Results**

NULL

**Planned Improvement as an Outcome Result**

**Planned Distance Learning Improvement as an Outcome Result**

NULL

# Guidance Office Administration

**Plan Period:** FY15

**Outcome ID#:** 8060

**Outcome Description**

Students will follow the limitations set by the re-admittance process.

**Outcome Strategy**

Advisors on site will take student off hold, enroll in classes as defined by the re-admittance committee, then return to student to hold status.

**Outcome Method**

Students that went through the new process will be reviewed the following semester for semester GPA.

**Outcome Criterion**

Expect students to get off probation faster and be more successful.

**Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.2 Student Services

This new process will help students be more successful regardless of academic or workforce and more successful students will be retained.

**Outcome Results**

The Academic Review Board has been reassigned to the Director of Student Pathways & Success. A committee meets with the students. A select number of advisors are present to immediately advise the students.

**Outcome Distance Learning Results**

NULL

**Planned Improvement as an Outcome Result**

The hold is taken off, advisement completed, and the hold replaced. Therefore the student cannot change anything that will affect their success.

**Planned Distance Learning Improvement as an Outcome Result**

NULL



# Guidance Office Administration

**Plan Period:** FY15

**Outcome ID#:** 8061

## **Outcome Description**

We want to continue to provide high quality support to our students both in person and on-line. We want to engage students with the on-line services that are provided for them.

We strive to keep improving our web-site to make it more user friendly for anyone that looks over it.

## **Outcome Strategy**

Check to see if information is still operational; update information such as phone numbers, names, addresses, web-sites, etc.

Update emergency help information and try to add more career resource pages.

## **Outcome Method**

## **Outcome Criterion**

Make sure information is as updated as possible to make user friendly.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.1 Student Engagement

Keeps students more engaged in their academic life.

## **Outcome Results**

The website is continually updated.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

Staff changes throughout the year have continually created different to be in charge of the changes, but all staff is capable of updating it. When the new Administrative Assistant is hired, they will be in charge of all updates. We have added Appointment Plus Online Scheduling System allowing students to set up appointments with advisors from the website.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Guidance Office Administration

**Plan Period:** FY15

**Outcome ID#:** 8062

**Outcome Description**

In order to provide quality support, show clear pathways to services, and engage our students, we hope to re-introduce students to the on-line orientation that is available. We hope to have more students used the service and complete the quiz

**Outcome Strategy**

Increase number of students this next year that use this quiz from last year.

**Outcome Method**

Increase number of students this next year that use this quiz from last year.

**Outcome Criterion**

Have better informed students

**Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.1 Student Engagement

Engages students as they enter TVCC.

**Outcome Results**

We are still in the process of creating an online orientation using our Blackboard system.

**Outcome Distance Learning Results**

NULL

**Planned Improvement as an Outcome Result**

We cancelled our subscription to the online orientation that was being used. We found it to be expensive and ineffective. By creating our own we can regulate our questions while we are teaching our new students how to use our Blackboard System.

**Planned Distance Learning Improvement as an Outcome Result**

NULL

# Health Science Center Administration

**Plan Period:** FY15

**Outcome ID#:** 7919

## **Outcome Description**

The health occupations graduates will have sufficient knowledge and skills for employment and passing their respective licensure exams.

## **Outcome Strategy**

Implement the current curricula or new curricula with increased emphasis on areas which were areas of weakness shown on the last administrative outcomes results.

## **Outcome Method**

ATI diagnostic test reports for VN students, HESI diagnostic exams for ADN & EMT students.

## **Outcome Criterion**

The health occupation classes as a whole will score at or above the national norm on their respective diagnostic exams - ATI comprehensive diagnostic tests for VN students, HESI exam tests for ADN & EMT students.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.4 Workforce Success

This will help determine if the health occupations students are prepared for their respective licensing exams.

## **Outcome Results**

ADN - HESI Class mean - 801; national mean - 858; not met  
VN Kaufman - ATI Class mean - 71.4%; national mean 67.1 - met  
VN Palestine - ATI Class mean - 75.3%; national mean 67.7% - met  
EMT Kaufman - HESI class mean - 561; acceptable level 650; not met  
EMT Palestine - HESI class mean - 556; acceptable level 650; not met

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

VN Kaufman and Palestine will continue current plans incorporating all the changes to be made for other weaknesses.

ADN - Freshman class starting in fall of 2015 will be using ExamSoft to take their exams on their lap-tops or iPads so they will get more experience with computerized testing and they will not get to use backwards navigation - preparing them for HESI and NCLEX. We will be using Elsevier Adaptive Quizzing for NCLEX for the incoming freshmen to help them get better at test taking, hopefully better than the PrepU we are currently using. Students will be monitored more closely to make sure they are completing their assignments in EAQ.

EMT - Since the weaknesses are found over all areas, not just in a specific area, the coordinator and Provost believe that more work needs to be done to help the students with higher level thinking skills. The plan is to increase use of case-base learning, convert as much as possible to EMS Platinum testing, and for the coordinator to visit an expert who will teach him how to teach students to take the tests to increase HESI and National Registry pass rates.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Health Science Center Administration

**Plan Period:** FY15

**Outcome ID#:** 7920

## **Outcome Description**

The nursing graduates as a whole will score at an acceptable level in all areas of the licensing exam.

## **Outcome Strategy**

Implement the current curriculum with increased emphasis on areas which were areas of weakness shown on the last NCLEX-PN and NCLEX-RN Program reports.

## **Outcome Method**

Evaluate NCLEX-PN and NCLEX-RN program reports

## **Outcome Criterion**

The VN and ADN graduates will score above the 30th percentile on all areas of the NCLEX-PN and NCLEX-RN as reported in the NCLEX-PN and NCLEX-RN Program Reports.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.4 Workforce Success

This will help determine if there are any weaknesses in the VN and ADN program curricula that need to be strengthened so that the VN and ADN students will be better prepared for the licensing exam.

## **Outcome Results**

ADN - scored above 30th percentile in all areas - met

VN Kaufman - scored above 30th percentile in all areas - met

VN Palestine - scored above 30th percentile in all areas but one area - sensory perceptual function - 29th percentile.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

ADN - will keep current strategies

VN Kaufman - will keep current strategies

VN Palestine - will increase use of anatomy and physiology audiovisuals, review sensory A&P, present and discuss sensory case studies with students. Will monitor to see if this is a trend that occurs more than one year.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Health Science Center Administration

**Plan Period:** FY15

**Outcome ID#:** 7921

## **Outcome Description**

Have sufficient number of health occupations graduates who are employed in their health occupation's field or continuing their education.

## **Outcome Strategy**

Implement current curriculum and continue having prospective employers come recruit in the last semester.

## **Outcome Method**

THECB Annual Data Profile and program graduate surveys

## **Outcome Criterion**

Ninety percent of health occupations graduates (ADN, VN, SGT, EMT and PCT) will be employed in the field or pursuing further education within six months of graduation.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.4 Workforce Success

Having 90% of the graduates employed or pursuing further education will help to increase the proportion of Associate of Applied Sciences graduates and Certificate completers who obtain employment in their chosen field of student within one year of program completion.

## **Outcome Results**

SGT - 100%, 90.91%; 90% = 92.3% 3 year average - met.

VN & PCT - 85.15%, 92.54%, 94.64% = 89.73% 3 year average - not met.

EMT Paramedic - 90%, 88.89%. 100% = 92.11% 3 year average - met.

ADN - 91.3%, 95.51%, 84.57% = 90.35% 3 year average - met.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

SGT, EMT Paramedic and ADN will continue current strategies.

VN and PCT - trend has been increasing from low in 2011 so will continue current strategies of sharing job openings, having interested employers talk to the graduating classes, etc. TVCC has a new feature called GradCast that connects graduates with information about health care jobs in the area.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Health Science Center Administration

**Plan Period:** FY15

**Outcome ID#:** 7922

## **Outcome Description**

Have sufficient number of health occupations graduates who pass their respective licensure examinations on their first attempt (National Council Licensing Examination for Practical Nurses (NCLEX-PN, National Council Licensing Examination for Registered Nurses (NCLEX-RN, National Registry examination for paramedics, AST examination for SGT graduates, NACES exam for PCT)

## **Outcome Strategy**

Implement the current curricula with modifications decided on during the respective health occupations faculty curriculum meetings.

## **Outcome Method**

Report on results of NCLEX-PN and NCLEX-RN by Texas Board of Nursing, National Registry report for paramedics, AST report for SGT graduates, and NACES exam for PCT students.

## **Outcome Criterion**

Eighty-five percent of VN graduates will pass the NCLEX-PN on the first attempt, 90% of ADN graduates will pass the NCLEX-RN on the first attempt, 100% of PCT graduates will pass the nurse aide exam on the first attempt, 70% of SGT graduates will pass the AST certification/licensure exam on the first attempt, and 70% of EMT/paramedic graduates will pass the national registry exam on the first attempt.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.4 Workforce Success

This directly relates to increasing professional licensure/certification of health occupations programs graduates.

## **Outcome Results**

VN Kaufman - 17/19 = 89% met

VN - Palestine - 23/25 = 92% - met

ADN - 119/146 = 82% pass rate - not met

Paramedic - Palestine - 2/2 = 100% pass rate - met

Paramedic - Kaufman - 5/13 = 38% not met

SGT - 6/8 passed the CST exam on 1st attempt = 75% met

PCT - fall

PCT - spring 7/8 = 88% not met

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

VN Kaufman and Palestine - will continue current strategies along with the changes made to manage weaknesses.  
ADN - will be emphasizing importance of HESI exam in Levels I, II and III to prepare for NCLEX; will do research to see if it makes a difference if students don't make 850 on HESI until 2nd or 3rd attempt; will start using ExamSoft for freshman in fall to help them get more experience with computerized testing; will add pharmacology on-line course; will add EAQ for NCLEX and monitor use more; will be working on quality of exams  
PCT - will continue to have students practice and do mock exams and may add to take students to Athens to gain familiarity with testing site.  
SGT - will continue current strategies incorporating changes made to decrease weaknesses.  
Paramedic - Since the weaknesses are found over all areas, not just in a specific area, the coordinator and Provost believe that more work needs to be done to help the students with higher level thinking skills. The plan is to increase use of case-based learning, convert as much as possible to EMS Platinum testing, and for the coordinator to visit an expert who will teach him how to teach students to take the tests to increase HESI and National Registry pass rates.

**Planned Distance Learning Improvement as an Outcome Result**

NULL

# Health Science Center Administration

**Plan Period:** FY15

**Outcome ID#:** 7923

## **Outcome Description**

Have sufficient number of health occupations graduates to be able to take the licensing/certification tests.

## **Outcome Strategy**

Continue to implement the admission criteria and selections processes for those programs with selective admissions and evaluate their effectiveness and modify as needed. Implement and evaluate health occupations program curricula and make changes as needed to keep up with health care trends.

## **Outcome Method**

1. Calculate the number of students graduating:
  - a. one year after beginning the VN program divided by the number of students admitted to the program one year ago times 100.
  - b. two semesters after beginning the SGT program divided by the number of students who started the program times 100.
  - c. one semester after starting the PCT program divided by the number of students who started the program times 100.
  - d. two years (one for transition) after beginning the ADN program divided by the number of students admitted to the program times 100.
  - e. one year after beginning the fall paramedic courses divided by the number of students who started the program times 100.

## **Outcome Criterion**

1. Seventy-five percent of the VN students will graduate and receive a vocational nursing certificate within one year.
2. Eighty percent of the SGT students will graduate and receive a SGT certificate or AAS degree within a year.
3. Ninety percent of the PCT students will graduate and receive a certificate within one semester.
4. Sixty percent of the ADN students will graduate and receive an AAS degree within two years (one for transition)
5. Seventy percent of the EMS students will graduate and receive a AAS degree within 1 year of starting the fall paramedic courses.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.4 Workforce Success

Increasing the retention rate in the health occupations programs will help increase graduation rate.

## **Outcome Results**

VN Kaufman -  $14/24 = 58.3\%$  graduated within 1 year - not met  
VN Palestine -  $24/29 = 82.8\%$  graduated within 1 year - met  
Paramedic - Palestine -  $1/5 = 20\%$  graduated within 2 years - not met  
Paramedic - Kaufman -  $2/7 = 29\%$  graduated within 2 years - not met  
SGT -  $8/10 = 80\%$  graduated within 2 years - met  
PCT - Fall -  $9/10 = 90\%$  graduated within 1 semester - met  
PCT - Spring -  $10/10 = 100\%$  graduated within 1 semester - met  
ADN -  $102/158$  students graduated within 2 years (1 for transition) =  $64.6\%$ . Met.

## **Outcome Distance Learning Results**



NULL

### **Planned Improvement as an Outcome Result**

SGT, PCT, VN Palestine, and ADN will continue current strategies incorporating changes made to improve weaknesses

Kaufman - Decrease amount of work load the student has in the Summer semester by combining OB and the Medical Surgical Course. This combination will eliminate one to two tests for the students. Considering making a comprehensive final for the combined courses. Will also go to one Focused Case study in clinical which will allow the students more time to prepare for the tests. This should increase retention in the summer course.

Paramedic - Many of the issues with students not completing the program are personal - either death in family, child or personal health, financial, work, etc. so faculty will work with them as much as possible but also refer them to the counselor as necessary. They will also provide more structure and guidelines to get the students to complete their clinicals on time so they don't get incompletes and get on financial aid suspension.

### **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Health Science Center Administration

**Plan Period:** FY15

**Outcome ID#:** 7924

## **Outcome Description**

The daily operations of the HSC office and library will be conducted effectively and efficiently, in a friendly, cooperative manner and the HSC will be kept clean and in good repair.

## **Outcome Strategy**

Implement current daily operations, focusing on areas of improvement identified by staff and the results of the last survey.

## **Outcome Method**

Survey will be scored and results reviewed.

## **Outcome Criterion**

The HSC will score an average of 4 on a 5 point Likert scale from a survey administered to faculty and students on items related to effectiveness and efficiency of daily office/library operations, and cleanliness/repair of the HSC.

## **Strategic Plan Relationship/General Education Goal**

Enhance the College

Goal 5.2.3 Facilities Management

This will help improve efficiency of TVCC operations of HSC office and LRC and building maintenance.

## **Outcome Results**

The HSCI scored an average of 4.14 on the survey by students, and 4.33 on the survey by faculty. Met.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

will work on the areas which scored the lowest.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Health Science Center Administration

**Plan Period:** FY15

**Outcome ID#:** 7925

## **Outcome Description**

Have sufficient number of graduate nurses to be able to take the licensing test.

## **Outcome Strategy**

Continue to implement the current curriculum incorporating previous grant projects that focused on retention such as First Steps to Success and Target: Two Years. Implement the revised retention mentoring policy.

## **Outcome Method**

For each level, calculate the number of students successfully completing each semester divided by the number who started that level and multiply by 100.

## **Outcome Criterion**

The ADN students will successfully complete each level of the ADN program by at least the following retention rates: Level I -85%; Level II - 85%; Transition Level - 85%; Level III - 90%; Level IV - 93%.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.4 Workforce Success

Increasing the ADN retention rate will lead to increased graduation rates for workforce programs.

## **Outcome Results**

Level I - 67.4% - not met

Level II - 73.6% - not met

Level III - 81.9% - not met

Level IV - 98.2% - met

Transition - 77.6% - not met

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

Have adopted ExamSoft testing for Level I starting in fall 2015 to help with computerized testing and not allowing backwards navigation to stop students changing answers; will work on quality of exams for all levels; will have retention/mentoring committee address test-taking skills; all Level I and II re-admitting students will be followed by a faculty mentor in fall 2015 due to the increased number of re-admitting students; have separated test days from class days so students will be able to prepare more for class and get the most from class activities; will use EAL and EAQ to help students with learning and test-taking.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Health Science Center Administration

**Plan Period:** FY15

**Outcome ID#:** 7926

## **Outcome Description**

Plans for expansion of the HSC will be developed and implementation will be started - either an additional building at Kaufman or a new building in a different location.

## **Outcome Strategy**

The HSC Provost will work with the Associate Vice-President of Physical Facilities, the TVCC Board of Trustees, the TVCC President and Vice-Presidents and the HSC faculty to develop plan for expansion of HSC - either building at Kaufman or elsewhere.

## **Outcome Method**

Review the Board of Trustees meeting minutes. View visible progress on groundbreaking.

## **Outcome Criterion**

The TVCC Board of Trustees will approve plans for the expansion of the HSC. Beginning groundbreaking by May 2015.

## **Strategic Plan Relationship/General Education Goal**

Enhance the College

Goal 5.2.3 Facilities Management

The expansion of HSC will provide for future expansion of health occupations students.

## **Outcome Results**

No progress has been made on a new building. But the city of Terrell was not able to find a buyer for their hospital and are now interested in TVCC leasing it. The TVCC Board of Trustees hired the architect company to do a feasibility study on the use of the hospital for the health science center.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

The results of the feasibility study will be presented to the Board of Trustees at the August 2015 meeting. The Dean has worked closely with the Associate VP of Physical Facilities and the architect company to work on the plans. Will continue to work to implement the plans if they are approved.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Honors Program Administration

**Plan Period:** FY15

**Outcome ID#:** 7796

## **Outcome Description**

Develop the honors website to more accurately reflect the form and structure of the TVCC website. Also include downloadable forms for students and faculty.

## **Outcome Strategy**

The honors director will meet with the TVCC webmaster to obtain training and in consultation with the honors committee, honors faculty, and web designers create a website that has all the relevant information about the honors program.

## **Outcome Method**

Web analytics will be obtained from the website and used as a baseline for future goals.

## **Outcome Criterion**

The website will be created with downloadable applications. It is expected that at least 30 applications will be downloaded through the website.

## **Strategic Plan Relationship/General Education Goal**

Enhance the College

Goal 5.2.4 Technology

5.1.1 Having an updated website with the current application and information for the honors program will help students be engaged in the honors program.

5.2.4 The website will help communicate the criteria needed for the honors program and any accolades the program obtains throughout the academic year.

## **Outcome Results**

A website was created for the Honors Program. It is [www.tvcc.edu/honors](http://www.tvcc.edu/honors). All forms that students and faculty need for the honors program are available on the website as a form that can be filled in directly on the web and then printed. No counter was available to be placed on the website so it is unknown how many forms were downloaded.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

One unstated goal to this outcome was to streamline the application process into the honors program and this was achieved. The admission application is easily accessible to the student population. The website also has all the information that students may need concerning the honors program.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Honors Program Administration

**Plan Period:** FY15

**Outcome ID#:** 7797

## **Outcome Description**

Increasing the number of students will help the program become self sustaining. As the popularity of the program grows and the benefits are seen by both the students and faculty, the honor's program will become more respected and the student population will strive to become a member.

## **Outcome Strategy**

The honors director will lead a session at Learning Day and attend the annual meetings of the National Collegiate Honors Council and the Great Plains Honors Council. In addition, the honor's director will communicate the benefits of the honor's program to more faculty and students.

## **Outcome Method**

The number of course offerings with an honors option will increase each semester.

## **Outcome Criterion**

The expected outcome is that 50 students will take a class with an honors option during the academic year.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.3 Academic Success

Increasing the number of honors courses will bring the experience to more students and create a better learning environment for all students.

## **Outcome Results**

1 student held an honors contract during the Fall 2014 semester. 5 students held an honors contract during the Spring 2015 semester. The total number of honors contracts for this assessment period was 6. The goal was 50 and was not reached.

Due to budget and time constraints the honors director was unable to attend the Great Plains Honors Council annual meeting, but did attend the NCHC annual meeting. In addition, due to a format change, there was not an opportunity to present at Learning Day.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

Communication is the key to increasing the enrollment in the honors program. There needs to be more communication to students as well as the faculty. In particular, the merit of obtaining honors credit needs to be told to students and the many advantages of teaching honors courses need to be communicated to the faculty.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Housing/Residential Life Administration

**Plan Period:** FY15

**Outcome ID#:** 8065

## **Outcome Description**

The Housing Office plans to purchase new mattresses to furnish the remaining beds.

## **Outcome Strategy**

The Housing Office will purchase new mattresses throughout the 2014-2015 academic year.

## **Outcome Method**

After purchasing the mattresses, the Housing Office will determine if all beds have been furnished with an updated mattress.

## **Outcome Criterion**

All beds in the residence halls will be furnished with the same brand/type of mattress.

## **Strategic Plan Relationship/General Education Goal**

Enhance Community Life

Goal 5.3.2 Outreach

Helps to ensure that the residence hall facilities are maintained efficiently.

Allows students to concentrate on academics and becoming involved on and off campus instead of focusing on issues with the residence hall.

## **Outcome Results**

Due to the need for funds in other housing maintenance areas, housing did not completely outfit all remaining rooms with updated mattresses. Will need the FY16 year to purchase the remaining mattresses.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

The housing office will monitor funds more closely to adjust for unexpected needs in order to ensure as many mattresses as possible can be purchased.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Housing/Residential Life Administration

**Plan Period:** FY15

**Outcome ID#:** 8066

**Outcome Description**

**Outcome Strategy**

**Outcome Method**

**Outcome Criterion**

**Strategic Plan Relationship/General Education Goal**

.

**Outcome Results**

**Outcome Distance Learning Results**

**Planned Improvement as an Outcome Result**

**Planned Distance Learning Improvement as an Outcome Result**



# Housing/Residential Life Administration

**Plan Period:** FY15

**Outcome ID#:** 8067

## **Outcome Description**

The Housing Office will designate housing personnel to coordinate the student move-in/move-out process to operate in an efficient manner.

## **Outcome Strategy**

The designated housing personnel will be responsible for organizing a cleaning and maintenance schedule to clean and repair rooms as necessary to prepare for the residence halls to be move-in ready.

## **Outcome Method**

At the end of the Summer 2 2015 session, the Housing Office will determine the success of the plan by assessing the turnaround time of preparing residence halls.

## **Outcome Criterion**

Residence Halls will be prepared for move-in 3 days prior to the official move-in date.

## **Strategic Plan Relationship/General Education Goal**

Enhance Community Life

Goal 5.3.2 Outreach

Helps to ensure that the residence hall facilities are maintained efficiently.

Allows students to concentrate on academics and becoming involved on and off campus instead of focusing on issues with the residence hall.

## **Outcome Results**

Housing personnel was instrumental with working with maintenance staff. Need to improve on the process for making rooms ready between the Summer 2 session, summer camps, and the start of the Fall semester.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

No change. Will continue to monitor the process.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Instruction Programs Administration

**Plan Period:** FY15

**Outcome ID#:** 7981

## **Outcome Description**

(1) create a committee to oversee the plan's establishment and execution, 2) institute a central focus on a plan of action, 3) determine an assessment plan for the action, and 4) apply a pilot action plan in the spring 2015 semester for the purpose of ascertaining workability and value of the action plan.

## **Outcome Strategy**

The QEP director will work with the AVPs of academic and workforce education to create a committee at the start of the fall 2014 semester, the QEP director and the committee will work with faculty members to institute a plan of action, determine an assessment plan, and then work with the registrar and other appropriate administrators and stakeholders to apply a pilot action plan in the spring 2015 semester.

## **Outcome Method**

Success will be determined by the accomplishment of each of the above-described steps.

## **Outcome Criterion**

It is expected that all of the above-described steps will be accomplished by the spring 2015 semester and that warranted changes will be applied in preparation for the fall 2015 semester.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.3 Academic Success

The QEP will enhance and expand opportunities for student academic success

## **Outcome Results**

Intended outcomes were accomplished: (1) created a committee to oversee the plan, establishment and execution, (2) instituted a central focus on a plan of action, and (3) determined an assessment plan for the action.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

The QEP pilot was changed to the spring 2016 replacing spring 2015.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Instruction Programs Administration

**Plan Period:** FY15

**Outcome ID#:** 7982

## **Outcome Description**

Beginning the fall of 2015, TVCC AA and AAS programs will contain 60 semester hours.

## **Outcome Strategy**

Each AA and AAS degree will be reviewed by the respective department and recommendations will be made to lower the degree requirements. Attempts will be made to maintain current contact hours. Faculty recommendations will be taken to the appropriate advisory committee for changes and approval. Institutional procedures, including Curriculum Committee approval, will be followed and the revisions will be submitted to the THECB for implementation in 2015-2016 school year.

## **Outcome Method**

AA and AAS degrees revisions will be completed, approved internally, and submitted to the THECB to be implemented in 2015-2016

## **Outcome Criterion**

AA and AAS programs will have 60 semester credit hours required by the Texas legislature and THECB

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.3 Academic Success

The implementation of 60 credit hour degree programs will enable students to complete their degrees with less cost and time.

## **Outcome Results**

Received THECB approval for the revision of the TVCC AA and AAS degree to 60 semester credit hours effective 2015-2016 school year.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

None

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Instruction Programs Administration

**Plan Period:** FY15

**Outcome ID#:** 7983

**Outcome Description**

Plans for expansion of the HSC will move forward and closer to the implementation stage.

**Outcome Strategy**

The HSC Provost will work with the Associate Vice-President of Physical Facilities, the TVCC Board of Trustees, the TVCC President and Vice-Presidents and the HSC faculty to develop plan for expansion of HSC.

**Outcome Method**

Tangible progress toward the implementation of a new HSC facility

**Outcome Criterion**

Progress toward the implementation of a new HSC facility

**Strategic Plan Relationship/General Education Goal**

Enhance the College

Goal 5.2.3 Facilities Management

The expansion of HSC will provide for future expansion of health science students and graduates

**Outcome Results**

Continuing progress on expansion of HSC with evaluation of cost and feasibility to remodel and move to the Terrell Hospital.

**Outcome Distance Learning Results**

NULL

**Planned Improvement as an Outcome Result**

None

**Planned Distance Learning Improvement as an Outcome Result**

NULL

# Instruction Programs Administration

**Plan Period:** FY15

**Outcome ID#:** 7984

**Outcome Description**

Provide in-service training at the Palestine Education Workforce Center for TDCJ employees.

**Outcome Strategy**

Provide information for the TVCC Board to approve the TDCJ In-Service MOU, renovate Palestine Education Workforce Center to accommodate the training, purchase classroom equipment and computers, and implement in- service training

**Outcome Method**

TVCC Board approval of MOU, facility renovation complete, classroom equipment purchased, and implementation of classes for in-service training

**Outcome Criterion**

Implementation of in-service training for TDCJ employees at the Palestine Education Workforce Center.

**Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.4 Workforce Success

The implementation of the workforce in-service training will increase enrollment in non-credit workforce courses and the credit correctional science program.

**Outcome Results**

Expanding partnership with TDCJ by implementation TDCJ employee in-service training program at the Palestine Workforce Center. The in-service program is anticipated to start in the fall semester upon completion of facility upgrade.

**Outcome Distance Learning Results**

NULL

**Planned Improvement as an Outcome Result**

None

**Planned Distance Learning Improvement as an Outcome Result**

NULL

# Kinesiology Division Administration

**Plan Period:** FY15

**Outcome ID#:** 7733

## **Outcome Description**

The development of a couple new course selections will allow our students to take courses they enjoy and transfer more hours to four year colleges. Online bowling in the Texas System will allow our school to offer courses to other students outside our area.

## **Outcome Strategy**

This year we would like to add at least one new course, Sport Officiating Online. This is a very popular course with our students.

## **Outcome Method**

This will be very simple. We either reached our goal or we did not.

## **Outcome Criterion**

We expect students to enroll and be successful in our online courses.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.3 Academic Success

## **Outcome Results**

Our online bowling class has gone over very well in the community and on campus. Both sessions have been full and the feedback has been positive from all involved. Next semester we plan on building on this success.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

Due to the success of this year's online courses, we plan on building on our success. I would like to see all of our three hour Kine courses offered online in the future.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Kinesiology Division Administration

**Plan Period:** FY15

**Outcome ID#:** 7735

## **Outcome Description**

The desired outcome for this goal will allow students to be taught specific exercises related to a specific sport by teachers who have competed at the varsity or college level in that sport.

## **Outcome Strategy**

Working in conjunction with department chair, kinesiology instructors, the distance learning staff, and others to develop course curriculums should allow us to make sure courses are taught by individuals with a background in a specific sport when possible.

## **Outcome Method**

At the end of next summer it will be very easy to see how we did regarding this goal. Student - Teacher surveys will help us break down this assessment. We did it, or we did not do it. The assessment will be a very simple process.

## **Outcome Criterion**

We expect to see teacher surveys continue to improve. Both teachers and students should enjoy working together if they share a passion for the course.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.3 Academic Success

Students will be engaged and active in this course setting.

## **Outcome Results**

The varsity weight and conditioning courses were very successful. Each coach was able to give specific exercises that had a direct effect of the success of his/her team. In the past when we used one course all of the athletes seemed to get the same core workout. This year the weight activities were very specific and designed for success in the given sport.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

All of our varsity teams were very good this year and I feel the work our teachers/coaches and students did in the weight room was a big part of our success. Next year we would like to work in the same manner and use the help of our athletic strength coach to work with individual players or coaches as needed.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Language Arts Division Administration

**Plan Period:** FY15

**Outcome ID#:** 7637

## **Outcome Description**

The result is to have the LEAPs determined and the assessments in place that will be utilized in the FY16 year for core courses in Spanish, English, and Humanities by the end of the Spring 2015 semester.

## **Outcome Strategy**

Division meetings, workshops, and webinars will be used to help faculty members to work through the process and finalize the assessment of required outcomes.

## **Outcome Method**

The division will collaborate and read, revise and assess the efficacy of each Leap.

## **Outcome Criterion**

By end of May 2016, a LEAP and assessment for each outcome required by THECB will be added to the CARDS database for each core course in the division.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.3 Academic Success

## **Outcome Results**

Leaps reports were generated with consideration of the Texas Higher Education Coordinating Board's (THECB) new required outcomes that must be assessed in core courses. The Language Arts Division was able to work on improving LEAPs and changing rubrics for assessment of each course in the division's offerings.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

Our division will continue to scrutinize the Leaps that are generated for future years and make adjustments where necessary.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL



# Learning Resource Center Administration

**Plan Period:** FY15

**Outcome ID#:** 7895

## **Outcome Description**

Purchase various ebook titles and collections in areas that are needed by students. Include ebooks from at least 5 different disciplines.

## **Outcome Strategy**

Use EBSCO's model of patron driven access to determine which titles are most often accessed by students. Purchase ebooks with available funds.

## **Outcome Method**

Use circulation statistics to determine use of ebooks in the library collection.

## **Outcome Criterion**

Use of ebooks will increase by 2%.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.5 Learning Resources

This goal relates directly to Strategic Planning Goal 5.1.5 in the provision of continually evolving learning resources to support TVCC students and staff.

## **Outcome Results**

Purchases were made in the following disciplines: History, Government, Texas History, Allied Health, and Criminal Justice. Overall, ebook circulation declined by 11% during the 2014-2015 year. This may have been due to the LRC's conversion to RDA. Some item records were not accessible during this process thus digital item links were not displayed.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

The RDA conversion is ongoing and should wrap up before the 2015-2016 year begins. The LRC will continue to purchase titles in various disciplines and will explore marketing options related to ebooks. This administrative goal will continue into 2015-2016

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Learning Resource Center Administration

**Plan Period:** FY15

**Outcome ID#:** 7896

## **Outcome Description**

Library users will have a place in the LRC to meet and discuss projects using individual electronic devices so that all members of the group can collectively see what is being discussed. Also, a comfortable seating area with plugs for laptop use will be set up.

## **Outcome Strategy**

An additional study room will be equipped with a collaboration table and several stations and a large monitor so that students or other users can use individual devices and share information. In addition, the Athens LRC will have an additional seating area where students can use their individual laptop computers.

## **Outcome Method**

Statistics will be kept on the number of people who use the collaboration room and the laptop stations. Questions will be added to the LRC surveys to determine if these areas are useful for library users.

## **Outcome Criterion**

After the areas are available, the collaboration room will be used at least twice a month by groups and the laptop stations will be used at least half the time the library is open. Responses to the LRC surveys will indicate that at least 85% of those who use these areas are satisfied with them.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.5 Learning Resources

This goal relates directly to Strategic Planning Goal 5.1.5 in the provision of continually evolving learning resources to support TVCC students and staff.

## **Outcome Results**

The collaboration room and table were installed later in the year than anticipated and as yet the laptop stations and comfortable seating have not arrived. The spring 2015 LRC Employee included questions related to the collaboration area. Ten individuals responded that they had used the new area with 82% agreeing that the room was either "excellent" or "good" in usefulness for meeting their needs.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

The survey results indicate that greater promotion of the availability and features of this new area is needed. LRC staff will follow-up at the point of usage to assess additional needs for groups using the area. We will continue this administrative outcome into year 2015-2016.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Mathematics & Science Division Administration

**Plan Period:** FY15

**Outcome ID#:** 7885

## **Outcome Description**

All programs within the departments of the division will agree on proposed degree plans with 60 semester hours by the end of Fall 2014 Semester.

At least two faculty members of the Math & Science Division will present breakout sessions at Learning Days during Fall 2014 or Spring 2014.

## **Outcome Strategy**

Committees of all faculty from each department will work on proposed degree plans. When the department faculty can agree, the plans will be submitted to Administrators for suggestions and then reworked to meet elements required by SACS and the Texas Coordinating Board.

## **Outcome Method**

Each committee will submit to the Division Chairperson for Math & Science all degree plans for programs by the end of Fall 2014.

## **Outcome Criterion**

100% of the degree plans to be included in the next catalog will be ready by the deadline for inclusion in the 2015-2016 College Catalog.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.1 Student Engagement and Goal 5.1.3 Academic Success

Student engagement and academic success depends upon students having clear goals that they understand and accept.

## **Outcome Results**

All departments completed and entered 60 semester hour degree plans. Two faculty members presented breakout sessions during Learning Days in 2014-2015.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

No changes are planned as a result of the evaluation. However, changes were made and implemented as a result of our goals and commitments.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Palestine Campus Administration

**Plan Period:** FY15

**Outcome ID#:** 7897

## **Outcome Description**

Provide more TVCC branding to the campus and give increase ownership of the campus by faculty, staff, and students.

## **Outcome Strategy**

Survey faculty, staff, and students to see what type of changes to the facilities would increase pride and ownership.

Also, survey the faculty, staff, and students to see what type of activities would encourage all constituents to be more involved with the campus community.

Then implement the results of the two surveys to improve the campus facilities and increase campus involvement by students, staff, and faculty.

## **Outcome Method**

The assessment will be a comparison of the campus facilities and student activities offered during the 2014/2015 academic year versus those of the 2013/2014 academic year.

## **Outcome Criterion**

Campus facilities will improve esthetically.

Campus activities away from the classroom will increase significantly.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.1 Student Engagement

As a commuter campus there is currently a dearth of non-class activities for students of the Palestine campus. This goal is to increase involvement and engagement of the students and staff at Palestine, thereby increasing their college experience and hopefully improving their academic success.

## **Outcome Results**

This goal was partially met.

Faculty, staff and students were surveyed about facilities improvement. The two results most often mentioned were painting the facilities and better signage inside and out. New signs for the inside of the Anderson Building have been purchased and hung. New signs for other buildings have been ordered. Existing exterior signs on buildings have been painted to improve them aesthetically and to help people see them better.

Also, interior monitors have been purchased and hung for information dissemination about activities and important dates on campus and in the area. The monitors will be working by the end of August.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

The results of the changes are a small increase in the beautification of the campus and students are asking more questions about the campus. Once the monitors are working and disseminating more extracurricular information it is hoped the students will become more active with the college and other area activities.

This goal needs to be continued to reach maturity.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Palestine Campus Administration

**Plan Period:** FY15

**Outcome ID#:** 7899

## **Outcome Description**

Offer more courses students need to meet their goals.

## **Outcome Strategy**

- 1) Survey students to determine the courses they would like to have offered.
- 2) Train more staff to input the schedule in the AS400.

## **Outcome Method**

Compare the offerings in the Fall 2014 schedule to the Fall 2015 schedule. There should be a significantly greater number of the courses identified in the student surveys. The comparison will be done with statistical analysis.

## **Outcome Criterion**

- 1) Every course with more than 12 student request will be offered in the Fall 2015 schedule.
- 2) There will be a significantly greater number of requested courses offered in the Fall 2015 schedule when compared to the Fall 2014 schedule.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.3 Academic Success

By offering more courses needed for completion, the Palestine campus will help increase graduation rates and completion rates for all students.

## **Outcome Results**

The objectives for this goal were met.

Students and faculty were surveyed about classes to be offered in 2014/2015, and two people from the counseling/advising area were trained to help with creating and editing schedules.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

The total number of courses offered in the Fall 2015 was greater than the Fall 2014 schedule by 13, or 9.5%.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Palestine Campus Administration

**Plan Period:** FY15

**Outcome ID#:** 7902

## **Outcome Description**

Increase the amount of industrial training for area companies.

## **Outcome Strategy**

Work with TDCJ and other companies in south Anderson County to develop workforce training initiatives.

## **Outcome Method**

Using statistical analysis, compare the number of incumbent workers trained in the Palestine area during the 2014/2015 academic year to that of 2013/2014 academic year.

## **Outcome Criterion**

A significantly larger number of incumbent employees will be trained in 2014/2015 over the number of workers trained in 2013/2014.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.4 Workforce Success

By increasing the amount of incumbent worker training opportunities we will be advancing our community service goal of increasing enrollment in non-credit, as well as credit, continuing education and workforce training.

## **Outcome Results**

The outcomes for this goal were not met.

Although we began a partnership with TDCJ to facilitate their in-service training, due to delays in construction and organization the training has not begun. Also, contact was made with administrators at Sanderson Farms, Baze Chemical, and Eagle Railcar Services, but no firm commitments for training resulted.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

We will continue working with TDCJ to finalize the in-service training, and continue our contacts with the other facilities about future training.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Small Business Development Center Administration

**Plan Period:** FY15

**Outcome ID#:** 8028

## **Outcome Description**

The SBDC has created a Going into Business publication with information specific to the cities with which we work. The outcome desired will be to hear feedback from the key cities that the booklet is helpful for their citizens hoping to start a business.

## **Outcome Strategy**

The Director and Business Adviser have interacted with the EDC or Chamber in targeted cities to obtain contact information of city officials in those cities and city or organizational artwork.. Once obtained, the SBDC works with TVCC print shop to create a booklet of business startup advice related that city.

## **Outcome Method**

Obtain direct input from city or organizational contacts about the effectiveness of the booklet.

## **Outcome Criterion**

We expect positive reviews on the usefulness of the booklet.

## **Strategic Plan Relationship/General Education Goal**

None

## **Outcome Results**

As a relatively small number of cities and chambers are involved, we expect to be able to tie new clients to whether they got the booklet from the city involved. At the end of the year we found little indication clients were bringing in our booklets. No city requested reprints so they may not be handing them out.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

Hopefully, this service provided to certain of our service area cities will lead to further cooperation.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Small Business Development Center Administration

**Plan Period:** FY15

**Outcome ID#:** 8031

**Outcome Description**

The outcome would be measured by establishment of counseling relationships with customers of the BMC who are in the development stage.

**Outcome Strategy**

The Center will seek introductions by the BMC General Manager and Chairman of that board.  
Then personal contact will be utilized.

**Outcome Method**

Measurement of the number of BMC client companies who are also clients of the SBDC.

**Outcome Criterion**

We would expect three of these client relationships by the end of 2015.

**Strategic Plan Relationship/General Education Goal**

Not specific

**Outcome Results**

The Biotech Manufacturing Center closed in July.

**Outcome Distance Learning Results**

NULL

**Planned Improvement as an Outcome Result**

No future relationship.

**Planned Distance Learning Improvement as an Outcome Result**

NULL



# Small Business Development Center Administration

**Plan Period:** FY15

**Outcome ID#:** 8032

## **Outcome Description**

Total transition from the Webcats data management system to the Neoserra information system with no loss of work efficiency.

## **Outcome Strategy**

The staff will participate in Webinars about the new system and attend a plan workshop to get the program started.

## **Outcome Method**

Are the reports more useful for center management?  
Is client work more quickly inputed?

## **Outcome Criterion**

The expected result is a much richer database of information with more effective communication tools.

## **Strategic Plan Relationship/General Education Goal**

Not specifically related

## **Outcome Results**

The entire process is expected to make our data entry more streamlined but more importantly provide more information for analysis. Part of our evaluation will be to look at the information now provided under the new system. The results have been as expected with much more information at the hands of counselor and director to provide information for future counseling.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

This new data entry system may identify goal areas where the center is underperforming and redirect resources and energy to those goals.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Social Science Division Administration

**Plan Period:** FY15

**Outcome ID#:** 7737

## **Outcome Description**

The goal is to make sure that the LEAPs that were developed and assessments that were put into practice measured the desired outcomes.

## **Outcome Strategy**

Face to face meetings with the individual discipline's groups will enable faculty members and the chair to finalize any changes or tweaks that might be necessary for the next year.

## **Outcome Method**

Discussions with faculty members will determine whether the new LEAPs need major or minor changes for the following year.

## **Outcome Criterion**

All Social Science discipline groups will measure their required areas with the new assessment format and determine whether goals were met and how to improve on them the next year.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.4 Workforce Success

## **Outcome Results**

Examination of the objectives and results for all social sciences showed while the Leaps were created and instrumented not all had good results and the reporting of the instruments remains a mixed bag.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

More time will be spent in Division meeting going over the reporting of the forms and discussion spent on how to achieved objectives to a greater intent.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Student Life/Judicial Administration

**Plan Period:** FY15

**Outcome ID#:** 8063

**Outcome Description**

The Judicial Office will continue to offer the drug and alcohol class online.

**Outcome Strategy**

Students that are required to take the online drug or alcohol class will receive the information to do so through the TVCC College Counselor.

**Outcome Method**

The College Counselor will track the completion rate. The Judicial Officer will track the number of 2nd time offenders, which would be during or after the counseling period.

**Outcome Criterion**

By offering the class online, it is readily available for students, and it allows a tracking mechanism for the College Counselor as it relates to completion and the effectiveness of the counseling a student receives.

**Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.1 Student Engagement

Counseling for drug and alcohol use hopefully improves the student's ability to be engaged in collegiate life and the campus community.

**Outcome Results**

84% of 25 students that were required to enroll in the online alcohol counseling and 67% of 24 students that were required to enroll in the online drug class completed the class. Course was completed in a timely manner due to the instant availability of the course. Students that did not complete the course had withdrawn from TVCC within the semester.

**Outcome Distance Learning Results**

NULL

**Planned Improvement as an Outcome Result**

Will continue to use the online class and make changes as necessary.

**Planned Distance Learning Improvement as an Outcome Result**

NULL

# Student Life/Judicial Administration

**Plan Period:** FY15

**Outcome ID#:** 8064

## **Outcome Description**

The Judicial Office will continue to recommend Code of Conduct violators to the College Counselor if the violation is perceived to be as a result of behavioral issues.

## **Outcome Strategy**

Students that violate the Code of Conduct as a result of behavioral issues will be sanctioned at least one session with the College Counselor.

## **Outcome Method**

The Judicial Office will monitor the number of incidents that occur after meeting with College Counselor.

## **Outcome Criterion**

Students will receive support for their behavioral issues in hopes of deterring further incidents. The Judicial Office and Counselor's Office can be a support system for these students in an effort to make sure they are afforded the best opportunity to succeed.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.1 Student Engagement

Counseling for behavioral issues hopefully improves the student's ability to be engaged in collegiate life and the campus community.

## **Outcome Results**

17 students were recommended to the College Counselor in an effort to address behavioral issues that may have contributed to the violation of the Student Code of Conduct and/or to monitor those behavioral issues.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

Students will continue to be recommended to the College Counselor, if necessary. In addition, student's name will be submitted to the Behavioral Intervention Team as mechanism to monitor student's progress throughout the academic year.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Student Services Programs Administration

**Plan Period:** FY15

**Outcome ID#:** 8016

**Outcome Description**

The result will be increased success rates for our students (retention and grad rates).

**Outcome Strategy**

Create a campus culture of success. Restructure student services so there is more focus on advising (career and academic). Create a system that provides students with continual coaching support, from their first day through their completion and beyond.

**Outcome Method**

Student success rates.

**Outcome Criterion**

Culture of success. A campus of staff and faculty who are willing to go the extra mile to support our students and provide them the coaching, mentoring and support to be successful.

**Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.1 Student Engagement, 5.1.2 Student Services, 5.1.3 Academic Success, 5.1.4 Workforce Success, 5.1.5 Learning Resources

**Outcome Results**

**Outcome Distance Learning Results**

**Planned Improvement as an Outcome Result**

**Planned Distance Learning Improvement as an Outcome Result**

# Student Services Programs Administration

**Plan Period:** FY15

**Outcome ID#:** 8017

## **Outcome Description**

Create a campus culture of success. Restructure student services so there is more focus on advising (career and academic). Create a system that provides students with continual coaching support, from their first day through their completion and beyond.

## **Outcome Strategy**

Culture of success. A campus of staff and faculty who are willing to go the extra mile to support our students and provide them the coaching, mentoring and support to be successful. Ensure that all services are high quality, proven through assessments, and are necessary to enhance student success.

## **Outcome Method**

Student Success rates.

## **Outcome Criterion**

Improved success rates

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.1 Student Engagement, 5.1.2 Student Services, 5.1.3 Academic Success, 5.1.4 Workforce Success, 5.1.5 Learning Resources

## **Outcome Results**

## **Outcome Distance Learning Results**

## **Planned Improvement as an Outcome Result**

## **Planned Distance Learning Improvement as an Outcome Result**

# Student Services Programs Administration

**Plan Period:** FY15

**Outcome ID#:** 8018

**Outcome Description**

Connect and engage our students. The more they feel as though they are a valuable part of the college the more likely they are to stay, persist, and succeed.

**Outcome Strategy**

Enhance campus life, clubs, activities, leadership opportunities, athletics, and housing.

**Outcome Method**

Success rates.

**Outcome Criterion**

success rates

**Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.1 Student Engagement, 5.1.2 Student Services, 5.1.3 Academic Success, 5.1.4 Workforce Success, 5.1.5 Learning Resources

**Outcome Results**

**Outcome Distance Learning Results**

**Planned Improvement as an Outcome Result**

**Planned Distance Learning Improvement as an Outcome Result**

# TDCJ Instructional Programs Administration

**Plan Period:** FY15

**Outcome ID#:** 7989

## **Outcome Description**

Increase TDCJ enrollment by using more effective counseling and enrollment strategies by enrollment/counseling personnel.

## **Outcome Strategy**

Implement a general recruitment and counseling strategy to identify, recruit, counsel, enroll and retain, new college-eligible students within the TDCJ. Appropriate college staff shall use available resources, including the Codes Customer Information Control System (CICS) for screening offenders, the "RPD Waitlist", C & R college transfer list, WSD/GED graduate lists and the newly designed ES30 data system.

## **Outcome Method**

A criterion to increase FY15 college-credit enrollment above FY14 levels, will be the standard method of assessment.

## **Outcome Criterion**

Credit and non-credit vocational and academic enrollment for FY15 will increase over FY14 levels.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.4 Workforce Success

This outcome relates to strategic planning goal 5.1.4; increasing enrollment, graduation, professional licensure and employment rates for workforce education programs.

## **Outcome Results**

Academic, vocational and non-credit vocational enrollment for FY14 increased significantly over FY13 in the TDCJ College Program. Academic enrollment increased by 27%; credit vocational certificates awarded increased by 26% and non-credit vocational certificates awarded increased by nearly 40%.

The significant increases in enrollment/certificate awards are an indication of the success of the comprehensive recruitment and enrollment initiative for FY14.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

As a result of the recruiting initiative, the use of TPEG funds and the addition of new personnel, an increase in credit and non-credit enrollment resulted in FY14.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL



# TDCJ Instructional Programs Administration

**Plan Period:** FY15

**Outcome ID#:** 7990

## **Outcome Description**

Improve the cohesiveness, communication, administrative performance and possible program expansion by consolidating many administrative services: clerical, continuing education and instructional coordination.

## **Outcome Strategy**

Consider existing facilities in the Palestine area and develop a plan of action to identify an existing TVCC facility which may be remodeled to serve as a central location for the TVCC Correctional Education Division.

## **Outcome Method**

To identify, seek approval to remodel and implement a remodeling initiative of existing TVCC facility at the Palestine Workforce Center.

## **Outcome Criterion**

Administration function, coordination and enrollment, will improve for the Correctional Education Division.

## **Strategic Plan Relationship/General Education Goal**

Enhance the College

Goal 5.2.3 Facilities Management

This outcome relates to TVCC Goal 5.2.3; providing facilities and equipment of the institution to ensure that the appropriate physical environments are in place to support learning, instruction and student services outside the classroom.

## **Outcome Results**

The Palestine Workforce Center was identified and approved as the site for an administrative office as part of the TVCC/TDCJ Officer Training Academy. Also being considered is the relocation of the entire Correctional Education Palestine Office to the PWC in the near future (a new auxiliary staff position was approved for FY15).

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

Reconsideration of this outcome, to relocate and consolidate the Correctional Education facilities for FY16, has become more of a reality due to the approval and subsequent remodeling for the new TVCC/TDCJ Officer Training Academy at the PWC.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# TDCJ Instructional Programs Administration

**Plan Period:** FY15

**Outcome ID#:** 8019

## **Outcome Description**

To provide a learning environment for the TDCJ In-Service Training Academy that shall include appropriate instructional curriculum, clerical services and physical training facilities within FY15.

## **Outcome Strategy**

Seek approval from the TVCC Board of Trustees and the TDCJ Administration, to construct an officer training academy at the Palestine Workforce Center. Develop a plan to identify appropriate curriculum, enrollment procedures, instructional staff, administrative and clerical staff, for the proposed TVCC Officer Training Academy.

## **Outcome Method**

The approval, subsequent construction and matriculation of officers, through the proposed TVCC Officer Training Academy, shall serve as an assessment for the accomplishment of this goal.

## **Outcome Criterion**

## **Strategic Plan Relationship/General Education Goal**

Enhance the College

Goal 5.2.3 Facilities Management

This outcome relates to TVCC Goal 5.2.3; providing facilities and equipment of the institution to ensure that the appropriate physical environments are in place to support learning, instruction and student services outside the classroom.

## **Outcome Results**

The new TVCC/TDCJ Officer Training Academy was approved November of 2014 by the TVCC Board of Trustees (a new administrative assistant position for the Training Academy was also approved). Remodeling for the project began Summer of 2015 and classes are scheduled to begin September of 2015. This goal, to establish an officer training academy for the purpose of providing in-service instruction and physical training, was fulfilled by the TVCC Correctional Education Division in FY 2015.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

The TVCC Training Academy, a partnership between TVCC and the TDCJ, became a reality in September of 2015. An estimated 3,600 students from Region II of the TDCJ shall enroll annually for in-service training. Planning is already underway to host pre-service training for newly hired TDCJ security officers and staff in FY 2016 at the same location.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Terrell Campus Administration

**Plan Period:** FY15

**Outcome ID#:** 7886

**Outcome Description**

More sections of internet courses will relieve some of the scheduling problems currently being experienced by the Terrell Campus and better meet the needs of students on the Terrell Campus.

**Outcome Strategy**

Both full time and part time faculty will be used in providing more internet courses.

**Outcome Method**

The number of internet courses offered and the number of students enrolled in internet courses during the last academic year with the current year will be compared. It is anticipated that the number will be increased.

**Outcome Criterion**

It is anticipated that the number of internet courses offered by the faculty at the Terrell Campus will be increased by five percent.

**Strategic Plan Relationship/General Education Goal**

Enhance Community Life

Goal 5.3.5 Distance Education

5.3.5 DISTANCE EDUCATION - Deliver high quality peer-reviewed distance education that evolves both technology and content to best serve our student population

**Outcome Results**

The goal of increasing the number of sections and enrollment of students in distance learning courses taught by Terrell campus faculty has been met. The number of sections and enrollment increase approximately 17% as compared to last year's enrollment data.

**Outcome Distance Learning Results**

NULL

**Planned Improvement as an Outcome Result**

Continued efforts will be made to meet the needs of our students throughout the institution and at the same time providing a quality educational environment for our students. The number of sections offered on each of the three campuses will continue to be monitored and regulated to provide an equal distribution of online opportunities throughout the institution.

**Planned Distance Learning Improvement as an Outcome Result**

NULL

# Terrell Campus Administration

**Plan Period:** FY15

**Outcome ID#:** 7887

## **Outcome Description**

The addition of a computer lab would:

1. Enable Developmental Faculty to have more timely access to computers for students in Math, English, Reading and Integrated Reading Writing courses (IRW).
2. Provide general access to computers during the day when the other labs are being used.
3. Provide additional TSI testing room.

## **Outcome Strategy**

The additional lab would be located in A104 (Administration Building) Communication with IT personnel and facilities management will be involved in the planning.

## **Outcome Method**

The completion of the functional lab would be the main assessment method.

## **Outcome Criterion**

If funding were available, it is hoped that the lab would be in use by the Fall of 2015.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.3 Academic Success

The availability of an additional lab would certainly enable the developmental faculty easier access to the lab for teaching Math, English, Reading and Integrated Reading Writing courses (IRW). In addition, the additional lab would provide easier access for our students during the day when most of the existing labs are being used.

## **Outcome Results**

It was unknown for some time if there would be sufficient budgeted monies for the completion of the lab for the beginning of the 2015 Fall Semester. It is now known that the computers and furniture for the lab have been authorized and will be installed prior to the beginning of the Fall 2015 Semester. The wiring for the computers has been completed and the electrical work necessary is scheduled to be completed.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

The goal has been achieved. Therefore, students will have greater opportunities to go to a computer lab to complete course work and/or to complete research. In addition, the lab will enable the campus to offer State mandated testing to more students on a given test date.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Terrell Campus Administration

**Plan Period:** FY15

**Outcome ID#:** 7889

## **Outcome Description**

To improve communication with those school districts that are wanting to increase their involvement with our dual credit program.

## **Outcome Strategy**

With the addition of an Associate Counselor on the Terrell Campus, we now can send one of our counselors out into the school districts to communicate directly with the appropriate high school personnel.

## **Outcome Method**

An evaluation form will be provided to the counselors at the end of the year to determine the level of success of this effort. In addition, the increase in dual credit enrollment will also be a method of evaluating success.

## **Outcome Criterion**

It is anticipated that the evaluation instrument will reflect a positive outcome. In addition, it is anticipated that the overall dual credit enrollment in the school districts in the Terrell Campus service area will increase 10%.

## **Strategic Plan Relationship/General Education Goal**

Enhance Community Life

Goal 5.3.5 Distance Education

The success of this goal will increase enrollment of our dual credit students on the Terrell Campus, as well as enrollment in general of those students who have graduated from high school.

## **Outcome Results**

With the continued increase in dual credit enrollment throughout all areas served by TVCC, the Student Services personnel have maintained an "activities log" for the last two academic years (2013-2014 and 2014-2015). With continue pressure and demands places on the Director of Dual Credit, the Student Services personnel on the Terrell Campus wanted to provide continued support and development to the dual credit programs offered in the ten area high school districts. These logs provide a profile of the date of the activity, the school addressed, the counselor or counselors involved and the purpose of the activity. These logs do not attempt to provide evidence of the multi phone calls from area high school counselors. Therefore, these logs provide a credible means to evaluate the increased and positive communication that exists between the Terrell Campus and the ten high schools in the area. There is good evidence that more and better communication results in better services ( student services) being rendered to our students.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

In comparing the Dual Credit Student Services Activities logs of 2013-2014 and 2014-2015, it was determined that in providing the activities of the Student Services personnel, Guidance Associate-Financial Aid II, Director of Dual Credit and provost, a total of 69 activities or events and dates were categorized as significant communication events. This constitutes a nineteen (19%) increase from the previous year. Therefore the goal of 10% increased communication or involvement activities was accomplished. It is anticipated that with the continued growth of dual credit programs and with the emphasis on the Forney ISD to offer classes onsite, the need to communicate effectively and often will remain as a good objective of the Terrell Campus Student Service Personnel.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Testing Services Administration

**Plan Period:** FY15

**Outcome ID#:** 7891

**Outcome Description**

Work through Pearson VUE for TVCC to be a testing site for the CompTIA exams.

**Outcome Strategy**

Contact Pearson VUE. Complete any paperwork necessary to add the exams. Download test proctoring guidelines and rules.

**Outcome Method**

Whether or not CompTIA exams are available through Pearson VUE.

**Outcome Criterion**

To begin administering the CompTIA exams for students and other community members as soon as the Fall 2014 semester.

**Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.2 Student Services

Students and others in our East Texas community will be able to take the CompTIA exam to obtain licensure and improve their employability.

**Outcome Results**

CompTIA testing was available at TVCC using the Pearson VUE website as of September 2014. Students are able to sign up online paying for the tests prior to arriving. In addition to the CompTIA exams, we have also added tests for child development certification, teacher certification and others. This has enabled students and community members a testing site in Athens whereas in the past they had to travel to Tyler or Dallas to take the exams.

**Outcome Distance Learning Results**

NULL

**Planned Improvement as an Outcome Result**

More exams have been made available to students, staff and community members.

**Planned Distance Learning Improvement as an Outcome Result**

NULL

# Testing Services Administration

**Plan Period:** FY15

**Outcome ID#:** 7953

**Outcome Description**

To design, add information and have a brochure printed for the TVCC Testing Department

**Outcome Strategy**

Update information regarding tests administered, location of testing sites on each campus, add photos and send to Print Shop to be printed.

**Outcome Method**

Whether or not brochure has been produced.

**Outcome Criterion**

Testing brochure is made to be distributed to students, staff and community.

**Strategic Plan Relationship/General Education Goal**

Enhance Learning

5.1.2 Student Services

Provide information to students regarding assessments relevant to pursuit of further education (GED, CLEP, TSI, ACT).

**Outcome Results**

The Testing Center brochure was not produced. Since there have been tentative plans to relocate the Testing Center to the Learning Resources Center,(LRC)the brochure was put on hold until a final decision was made regarding the Testing Center location. Testing Center hours, location and other specifics would change if this relocation were to happen.

**Outcome Distance Learning Results**

NULL

**Planned Improvement as an Outcome Result**

Until a decision regarding the Testing Center location is made, a Testing Center brochure will be put on hold.

**Planned Distance Learning Improvement as an Outcome Result**

NULL

# Workforce Education Administration

**Plan Period:** FY15

**Outcome ID#:** 7844

## **Outcome Description**

The BCIS 1305 course has traditionally had underperforming retention/completion by students due to several factors such as a lack of pre-requisite reading scores, lack of keyboarding skills, methodology of teaching and use of technology.

## **Outcome Strategy**

Computer Science faculty have chosen two different textbooks and methodologies to teach face-to-face BCIS 1305 courses. One group of faculty will be teaching the course using the traditional method of textbook and electronic supplements (SAM). The other group will be teaching the course with a different textbook without the electronic supplements.

## **Outcome Method**

Those BCIS courses taught face-to-face with the textbook plus the SAM electronic supplement sections will be compared to the courses without SAM to determine retention/completion ratios.

## **Outcome Criterion**

Face-to-face courses taught without SAM will have higher retention/completion ratios than those taught with SAM. Students will respond more positively to teacher interaction than electronic interaction. The ratio of students passing the course will increase with more teacher interaction.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.1 Student Engagement and Goal 5.1.4 Workforce Success

5.1.1 Student engagement will be increased by providing face-to-face instruction and more "hands-on" help for students. 5.1.4 Retention in these face-to-face will be increased due to the change in teaching methodology.

## **Outcome Results**

While the new pedagogy for the BCIS 1305 did not exclude publisher supplements, there was a more managed approach to working with students to achieve success. Of the 1,385 students in the study, the following results were observed:

New Pedagogy/textbook: 72.44% received a grade of A-D, 12.39% received an F, and 14.96% withdrew from the course.

Those that used the text w/Sam had 60.96% students receive a grade of A-D, 16.68% received an F and 22.36% of the students withdrew.

The results show that more personal interaction with students resulted in higher grades and retention in this class.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

As a result of the study, all BCIS 1305 instructors on the Athens campus have switched to the new textbook and pedagogy. Further monitoring will continue.



**Planned Distance Learning Improvement as an Outcome Result**

NULL

# Workforce Education Administration

**Plan Period:** FY15

**Outcome ID#:** 7845

## **Outcome Description**

Beginning the fall of 2015, AAS programs will be limited to 60 semester hours. Revisions are due in to the THECB by October, 2014.

## **Outcome Strategy**

Each AA and AAS degree will be reviewed by the respective department and recommendations will be made to lower the degree requirements. Attempts will be made to maintain current contact hours. Faculty recommendations will be taken to the appropriate advisory committee for changes and approval. Institutional procedures will be followed to complete the approval process and then submit the changes to the THECB for implementation.

## **Outcome Method**

Workforce AA and AAS degrees revisions will be completed by October, 2014 and submitted to the THECB. Certificate programs that are impacted will also be submitted.

## **Outcome Criterion**

All workforce AA, AAS and certificate programs will have the appropriate number of semester hours required by the Texas legislature.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.4 Workforce Success

5.1.4 Workforce Success in retention and graduation will increase due to the lowering of the number of semester hours required by legislative mandate.

## **Outcome Results**

All AAS and AA degrees have been revised to conform to the 60-semester hour cap and have been reviewed and approved by the Texas Higher Education Coordinating Board. As an added consequence, most certificate plans were also revised as semester hours were reduced for several courses and eliminated in others. Implementation of the new certificate and associate degree plans will begin in the Fall, 2015 semester

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

Students should see a slight drop in the amount of tuition and fees associated with their respective degrees and certificates. The college will see a reduction in tuition and fees collected for the college.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL

# Workforce Education Administration

**Plan Period:** FY15

**Outcome ID#:** 7849

## **Outcome Description**

Students graduating with TVCC workforce programs (including AAS and Certificate programs) will have more opportunities for placement in the areas for which they have been trained.

## **Outcome Strategy**

Through the purchase of the placement service "GradCast," TVCC graduates will have the opportunity to send out up to 100 resume's to local prospective employers who are looking for entry level employees. The service will monitor the graduate's success up to 180 days after graduation and report the findings back to the college.

## **Outcome Method**

Reports from GradCast will be produced and shared with TVCC on the placement success of our graduates.

## **Outcome Criterion**

Student placement rates will increase for both certificate and AAS degree graduates.

## **Strategic Plan Relationship/General Education Goal**

Enhance Learning

Goal 5.1.2 Student Services and Goal 5.1.4 Workforce Success

5.1.2 and 5.1.4 Student graduation and placement will increase due to the early identification of possible placement employers.

## **Outcome Results**

The fall, 2014 graduation produced 98 students eligible for the GradCast services. Of those 98 students, 29 or approximately 30% were successfully hired in their CTE field. Data for the spring, 2015 graduation are currently being collected and GradCast will be contacting them several times over the next 18 months to determine employability.

## **Outcome Distance Learning Results**

NULL

## **Planned Improvement as an Outcome Result**

GradCast will continue to be evaluated over the coming year to determine if their services help with student success in finding employment in the CTE career field that was studied.

## **Planned Distance Learning Improvement as an Outcome Result**

NULL