

TVCC 2016 Assessment Plan Report

Combined Educational and Administrative

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Academic Education

Arts (ARTS.1301)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X			X	X
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation Strategy

Through group work, class discussion, and individual work, students will explore artists, artistic time periods, and the connection between the artist and the community.

Assessment Method

A written paper or 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.

Criterion (Expected Outcome)

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?"

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

Students will be required to conduct research on their respective topics of study in order to thoroughly understand the topic and respond thoughtfully. This research will require them to read various types of materials that are written for various audiences and purposes. Additionally, faculty hopes that facilitating students' participation in an activity outside of the scope of the traditional classroom setting will motivate students to respond positively to the learning experience and pursue other similar experiences.

Relationship to General Education Outcomes

Critical Thinking: Students will be required to think creatively by demonstrating their ability to identify artists and the time period in which they belong and by showing an understanding of the artist as a global citizen and their connection to community, state, or national issues. **Communication:** Students will be expected to effectively development, interpret, and express their ideas through oral and/or visual communication through the presentation. **Social Responsibility:** Students will be provided the opportunity to enhance their intercultural competence as they explore artists, artistic time periods, and the connection between the artist and the community and employ their understanding of the artist as a global citizen and their connection to the community. **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 presentations.

Results

Data Summary

ARTS 1301, taught in a face-to-face mode, was offered in only a few sections and covered by only one instructor. This instructor did not participate in the LEAPs assessment process and has no data to present. This is an ongoing issue one that has yet to be resolved satisfactorily. Students in ARTS 1301 distance sections met the communication goal; 82% of students successfully met the standard with the submission of their written report or visual presentation. Eighty-one percent of students accomplished the critical thinking standard in their analysis of an artist's work. Eighty-four percent earned at least the minimum 7 points on the peer evaluation rubric representing their participation in a team-related activity, and 83% were successful in reaching mastery in social responsibility as they explored modern-day issues that artists might explore in their works.

Analysis & Evaluation

ARTS 1301, taught in a face-to-face mode, was offered in only a few sections and covered by only one instructor. This instructor did not participate in the LEAPs assessment process and has no data to present. This is an ongoing issue one that has yet to be resolved satisfactorily.

Changes as a Result of Evaluation

The primary change that must take place is that there must be accountability for all instructors to participate in the LEAPs assessment process, but the division chairperson does not have the authority to facilitate this accountability; intervention by the appropriate provost is a necessity. This lagging participation will not be resolved otherwise.

Analysis & Evaluation – Distance Learning

Students in ARTS 1301 distance sections were successful, overall, in meeting and exceeding the goal. The faculty are satisfied with their outcomes but will review the rubrics utilized so ensure that all instructors are not only satisfied with their scope and depth but are applying them to the appropriate assignments.

Changes as a Result of Evaluation – Distance Learning

There was discussion of moving the social responsibility activity to the final project, but the rubric would remain the same.

Arts (ARTS.1303)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X		
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation 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.

Assessment 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.

Criterion (Expected Outcome)

Of the students who produce and present a portfolio, Critical Thinking: 80% will earn at least 80% of the points available for correctly identifying examples of artistic elements within the community. Communication: 80% will earn at least 80% of the points available for effectively presenting their portfolio to the class. Social Responsibility: 80% will earn 80% of the points available for demonstrating their understanding of the artists' connection to their communities.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading Only

Students will be required to conduct research on their respective topics in order to thoroughly understand the topic and respond thoughtfully. This research will require them to read various types of materials that are written for various audiences and purposes.

Relationship to General Education Outcomes

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.

Results

Data Summary

Eighty-eight percent were successful in meeting the teamwork expectations.

Analysis & Evaluation

ARTS 1303 was only offered as a distance course, and the analysis of the results is presented in the section for distance learning.

Changes as a Result of Evaluation

Since this course is only offered as a distance course, changes are discussed below in the distance learning section.

Analysis & Evaluation – Distance Learning

Only one section of this course was offered, as a distance course, in the fall semester, so there isn't adequate data to make sweeping changes. It was noted, though, that the assignment to create a Wiki page within the Blackboard LMS worked well for the "in-class" presentation, as these pages are viewable by all classmates.

Changes as a Result of Evaluation – Distance Learning

There was discussion of moving the social responsibility activity to the final project, but the rubric would remain the same. Utilizing the Wiki pages option for distance students to make presentations was a valuable modification.

Arts (ARTS.1303)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation 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.

Assessment Method

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

Criterion (Expected Outcome)

Of the students who produce a timeline, Teamwork: 100% will effectively work with their team members in the production of a timeline.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

Students in ARTS 1303 were moderately successful in meeting the outcomes. Only 60% of them achieved the critical thinking standard, and only 60% met the social responsibility measure; however, 100% fulfilled the communication goal.

Analysis & Evaluation

Only one section of this course was offered and only as a distance course, but, overall, the results weren't terrible. A bit more work on the CT and SR elements is all this is needed to improve success.

Changes as a Result of Evaluation

N/A

Analysis & Evaluation – Distance Learning

Only one section of this course was offered, as a distance course, in the fall semester, so there isn't adequate data to make sweeping changes. It was noted, though, that the assignment to create a Wiki page within the Blackboard LMS worked well for the "in-class" presentation, as these pages are viewable by all classmates.

Changes as a Result of Evaluation – Distance Learning

N/A

Arts (ARTS.1304)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X		
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation 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.

Assessment 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.

Criterion (Expected Outcome)

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 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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Students will be required to conduct research on their respective topics in order to thoroughly understand the topic and respond thoughtfully. This research will require them to read various types of materials that are written for various audiences and purposes.

Relationship to General Education Outcomes

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.

Results

Data Summary

Eighty-eight percent were successful in meeting the teamwork expectations

Analysis & Evaluation

Since this course was only offered as a distance course, the analysis and changes are discussed in the distance learning sections.

Changes as a Result of Evaluation

Since this course was only offered as a distance course, the analysis and changes are discussed in the distance learning sections.

Analysis & Evaluation – Distance Learning

There appeared to be effective participation in the teamwork activity, and this is especially positive, considering that this course is only offered as a distance course. A slight modification of the assignment seemed to engage students.

Changes as a Result of Evaluation – Distance Learning

The timeline project was modified slightly, but students still collaborated to identify common characteristics of respective cultures, and their summary was posted on the culture's Wiki page. This modification was successful in engaging students to work together to accomplish their team's goal.

Arts (ARTS.1304)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation 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.

Assessment Method

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

Criterion (Expected Outcome)

Of the students who produce a timeline, Teamwork: 100% will effectively work with their team members in the production of a timeline.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

Students in ARTS 1304 were successful in meeting the teamwork expectation, as 88% of them met the standard for this outcome.

Analysis & Evaluation

Only one section of this course was offered, as a distance course, in the spring semester. The results reveal that students were, apparently, engaged with the activity and effectively participated in it.

Changes as a Result of Evaluation

Since this course is only offered as a distance course, analysis and changes are discussed in the distance learning sections.

Analysis & Evaluation – Distance Learning

Only one section of this course was offered, as a distance course, in the spring semester. The results reveal that students were, apparently, engaged with the activity and effectively participated in it.

Changes as a Result of Evaluation – Distance Learning

The proposed activity was modified by the instructor to fit the distance element better. Instead, the instructor had students to collaborate and create a Wiki page within Blackboard, and this seemed to be effective in engaging students to work together to fulfill a learning goal.

Biology (BIOL.1406)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

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)

Implementation 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).

Assessment 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 70% or higher.

Criterion (Expected Outcome)

At least 70% 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 70% or higher.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

205 students 11 sections of Biol 1406, representing 2 TVCC campuses and 2 TDCJ units where Biol 1406 was offered, were assessed. 83% of face to face students assessed were successful, while 86% of distance education students assessed were successful. 16% of face to face students and 41% of distance education students assessed were not available for data collection. There were extenuating circumstances where 2 sections (with 23 students) of interactive TV classes at Texas Department of Criminal Justice units were locked down and unavailable for data collection in Fall Semester 2015.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated successful, the goal was exceeded. 41% with no data for distance education is abnormally high, but it was made so because of the lock down at the TDCJ units. In those two sections, the available time at the end of the semester had to be devoted to a final exam to allow the students to pass or fail the course.

Changes as a Result of Evaluation

Biology faculty will increase the benchmark for individual student success and/or increase the goal percent for students rated successful. They want to keep the Microscopy Lab and Report as their learning outcome to assess for communication.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated successful, the goal was exceeded. 41% with no data for distance education is abnormally high, but it was made so because of the lock down at the TDCJ units. In those two sections, the available time at the end of the semester had to be devoted to a final exam to allow the students to pass or fail the course.

Changes as a Result of Evaluation – Distance Learning

Biology faculty will increase the benchmark for individual student success and/or increase the goal percent for students rated successful. They want to keep the Microscopy Lab and Report as their learning outcome to assess for communication. It would be nice to try to influence the TDCJ Units to allow enough time to complete all classroom material and complete all labs, but that request would not be reasonable because the people in charge there are concerned with security and do not allow college student inmates any movement that could compromise security.

Biology (BIOL.1406)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

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)

Implementation 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).

Assessment 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 70% or higher.

Criterion (Expected Outcome)

At least 70% 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 70% or higher.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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

Results

Data Summary

206 students from 10 sections of Biol 1406, representing 2 campuses of TVCC and 2 sections taught at TDCJ units by TVCC instructors, were assessed. 78% of face to face students were successful while 47% were successful in distance education sections. 16% of face to face students in reported sections were not available for assessment. 41% of distance education students in reported sections were not available for assessment.

Analysis & Evaluation

Since the goal was to have at least 70% of students assessed successful, the students in face to face sections met the goal, while the students in distance education sections did not meet the goal. Only one internet section was offered and two ITV sections at the TDCJ units were offered. The ITV sections did not have any assessed students. So they do not enter into the calculation of a percent successful of assessed students. The students in that one internet section made a particularly bad showing, which changed the results significantly. 16% of face to face students were not available for assessment. 41% of distance education students were not available for assessment. The two sections of ITV TDCJ classes did significantly impact these results since they were not assessed for critical thinking.

Changes as a Result of Evaluation

Biology faculty will increase the benchmark for individual student success and/or increase the goal percent for students rated successful. They want to keep the Microscopy Lab and Report as their learning outcome to assess for critical thinking.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

Biology faculty will increase the benchmark for individual student success and/or increase the goal percent for students rated successful. They want to keep the Microscopy Lab and Report as their learning outcome to assess for critical thinking. It would be nice to try to influence the TDCJ Units to allow enough time to complete all classroom material and complete all labs, but that request would not be reasonable because the people in charge there are concerned with security and do not allow college student inmates any movement that could compromise security.

Biology (BIOL.1406)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

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)

Implementation 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).

Assessment 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 70% or higher.

Criterion (Expected Outcome)

At least 70% 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 70% or higher.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

204 students from 10 sections of Biol 1406, representing 2 campuses of TVCC and 2 sections taught at TDCJ units by TVCC instructors, were assessed. 85% of face to face students were successful while 47% were successful in distance education sections. 167 of face to face students in reported sections were not available for assessment. 41% of distance education students in reported sections were not available for assessment.

Analysis & Evaluation

Since the goal was to have at least 70% of students assessed successful, the students in face to face sections met the goal, while the students in distance education sections did not meet the goal. Only one internet section was offered and two ITV sections at the TDCJ units were offered. The ITV sections did not have any assessed students. So they do not enter into the calculation of a percent successful of assessed students. The students in that one internet section made a particularly bad showing, which changed the results significantly. 17% of face to face students were not available for assessment. 41% of distance education students were not available for assessment. The two sections of ITV TDCJ classes did significantly impact these results since they were not assessed for empirical and quantitative reasoning.

Changes as a Result of Evaluation

Biology faculty will increase the benchmark for individual student success and/or increase the goal percent for students rated successful. They want to keep the Microscopy Lab and Report as their learning outcome to assess for empirical and quantitative reasoning.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of students assessed successful, the students in face to face sections met the goal, while the students in distance education sections did not meet the goal. Only one internet section was offered and two ITV sections at the TDCJ units were offered. The ITV sections did not have any assessed students. So they do not enter into the calculation of a percent successful of assessed students. The students in that one internet section made a particularly bad showing, which changed the results significantly. 17% of face to face students were not available for assessment. 41% of distance education students were not available for assessment. The two sections of ITV TDCJ classes did significantly impact these results since they were not assessed for empirical and quantitative reasoning.

Changes as a Result of Evaluation – Distance Learning

Biology faculty will increase the benchmark for individual student success and/or increase the goal percent for students rated successful. They want to keep the Microscopy Lab and Report as their learning outcome to assess for empirical and quantitative reasoning. It would be nice to try to influence the TDCJ Units to allow enough time to complete all classroom material and complete all labs, but that request would not be reasonable because the people in charge there are concerned with security and do not allow college student inmates any movement that could compromise security.

Biology (BIOL.1406)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

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)

Implementation 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).

Assessment 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 70% or higher.

Criterion (Expected Outcome)

At least 70% 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 70% or higher.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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

Results

Data Summary

192 students from 11 sections of Biol 1406, representing 2 TVCC campuses and 2 sections taught at TDCJ Units by TVCC faculty, were assessed. 88% of face to face students and 61% of distance education students were successful. 23% of face to face students and 41% of distance education students were not available for assessment.

Analysis & Evaluation

Since the goal was to have at least 70% of students assessed successful, the students in face to face sections met the goal, while the students in distance education sections did not meet the goal. Only one internet section was offered and two ITV sections at the TDCJ units were offered. The ITV sections did not have any assessed students. So they do not enter into the calculation of a percent successful of assessed students. The students in that one internet section made a particularly bad showing, which changed the results significantly. 23% of face to face students were not available for assessment. 41% of distance education students were not available for assessment. The two sections of ITV TDCJ classes did significantly impact these results since they were not assessed for teamwork.

Changes as a Result of Evaluation

Biology faculty will increase the benchmark for individual student success and/or increase the goal percent for students rated successful. They want to keep the Microscopy Lab and Report as their learning outcome to assess for teamwork.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of students assessed successful, the students in face to face sections met the goal, while the students in distance education sections did not meet the goal. Only one internet section was offered and two ITV sections at the TDCJ units were offered. The ITV sections did not have any assessed students. So they do not enter into the calculation of a percent successful of assessed students. The students in that one internet section made a particularly bad showing, which changed the results significantly. 23% of face to face students were not available for assessment. 41% of distance education students were not available for assessment. The two sections of ITV TDCJ classes did significantly impact these results since they were not assessed for teamwork.

Changes as a Result of Evaluation – Distance Learning

Biology faculty will increase the benchmark for individual student success and/or increase the goal percent for students rated successful. They want to keep the Microscopy Lab and Report as their learning outcome to assess for empirical and quantitative reasoning. It would be nice to try to influence the TDCJ Units to allow enough time to complete all classroom material and complete all labs, but that request would not be reasonable because the people in charge there are concerned with security and do not allow college student inmates any movement that could compromise security.

Biology (BIOL.1407)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

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)

Implementation 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).

Assessment 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 70% or higher.

Criterion (Expected Outcome)

70% of assessed students will score an "acceptable" rating on at least 2 components of each Core Objective Outcome or a minimum numerical score of 70% or higher.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

79 students from 4 sections of Biol 1407, representing the Terrell Campus of TVCC and two sections taught at high schools by TVCC faculty, were assessed. 92% were rated successful at communication. 15 sections of Biol 1407, including sections from all campuses - mostly Spring 2016 sections - and 5 high school sections taught by TVCC faculty, went unreported. Biology faculty are used to only evaluating Fall Semester classes and do not believe that they were asked (3 times this year - September, December, and late April) to assess students in Biol 1407 during Spring 2016. Since the assessment was to be done in a lab experiment and report, one of those requests for data was too late in spring 2016 to allow them to perform the assessment. The assessments from the Terrell Campus were done in fall 2015 sections of Biol 1407.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded. However, 4 of 19 sections does not give a large enough sample to properly evaluate this outcome.

Changes as a Result of Evaluation

Biology faculty will evaluate this outcome in every section next year. They also have proposed a different lab experiment and report for the vehicle in which to evaluate this outcome.

Analysis & Evaluation – Distance Learning

No distance learning sections' instructors reported data for this outcome.

Changes as a Result of Evaluation – Distance Learning

Biology faculty will evaluate this outcome in every section next year. They also have proposed a different lab experiment and report for the vehicle in which to evaluate this outcome.

Biology (BIOL.1407)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

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)

Implementation 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).

Assessment 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 70% or higher.

Criterion (Expected Outcome)

70% of assessed students will core an "acceptable" rating on at least 2 components of each Core Objective Outcome or a minimum numerical score of 70% or higher.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

78 students from 4 sections of Biol 1407, representing the Terrell Campus of TVCC and two sections taught at high schools by TVCC faculty, were assessed. 96% were rated successful at critical thinking. 15 sections of Biol 1407, including sections from all campuses - mostly Spring 2016 sections - and 5 high school sections taught by TVCC faculty, went unreported. Biology faculty are used to only evaluating Fall Semester classes and do not believe that they were asked (3 times this year - September, December, and late April) to assess students in Biol 1407 during Spring 2016. Since the assessment was to be done in a lab experiment and report, one of those requests for data was too late in spring 2016 to allow them to perform the assessment. The assessments from the Terrell Campus were done in fall 2015 sections of Biol 1407.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded. However, 4 of 19 sections does not give a large enough sample to properly evaluate this outcome.

Changes as a Result of Evaluation

Biology faculty will evaluate this outcome in every section next year. They also have proposed a different lab experiment and report for the vehicle in which to evaluate this outcome.

Analysis & Evaluation – Distance Learning

No distance learning sections' instructors reported data for this outcome.

Changes as a Result of Evaluation – Distance Learning

Biology faculty will evaluate this outcome in every section next year. They also have proposed a different lab experiment and report for the vehicle in which to evaluate this outcome.

Biology (BIOL.1407)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

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)

Implementation 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).

Assessment 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 70% or higher.

Criterion (Expected Outcome)

70% of assessed students will score an "acceptable" rating on at least 2 components of each Core Objective Outcome or a minimum numerical score of 70% or higher.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

78 students from 4 sections of Biol 1407, representing the Terrell Campus of TVCC and two sections taught at high schools by TVCC faculty, were assessed. 85% were rated successful at empirical and quantitative reasoning. 15 sections of Biol 1407, including sections from all campuses - mostly Spring 2016 sections - and 5 high school sections taught by TVCC faculty, went unreported. Biology faculty are used to only evaluating Fall Semester classes and do not believe that they were asked (3 times this year - September, December, and late April) to assess students in Biol 1407 during Spring 2016. Since the assessment was to be done in a lab experiment and report, one of those requests for data was too late in spring 2016 to allow them to perform the assessment. The assessments from the Terrell Campus were done in fall 2015 sections of Biol 1407.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded. However, 4 of 19 sections does not give a large enough sample to properly evaluate this outcome.

Changes as a Result of Evaluation

Biology faculty will evaluate this outcome in every section next year. They also have proposed a different lab experiment and report for the vehicle in which to evaluate this outcome.

Analysis & Evaluation – Distance Learning

No distance learning sections' instructors reported data for this outcome.

Changes as a Result of Evaluation – Distance Learning

Biology faculty will evaluate this outcome in every section next year. They also have proposed a different lab experiment and report for the vehicle in which to evaluate this outcome.

Biology (BIOL.1407)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

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)

Implementation 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).

Assessment 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 70% or higher.

Criterion (Expected Outcome)

70% of assessed students will score an "acceptable" rating on at least 2 components of each Core Objective Outcome or a minimum numerical score of 70% or higher.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

53 students, from the only 4 sections of Biol 1411 offered, were assessed. 77% were successful.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated as successful, the goal was met.

Changes as a Result of Evaluation

Biology faculty will use a different lab experiment and report to assess this outcome next year, and they may increase the benchmark for individual student success and/or the goal percent for successful students.

Analysis & Evaluation – Distance Learning

No distance learning section was offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning section of Biol 1411 is planned for next year.

Biology (BIOL.1411)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

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)

Implementation 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).

Assessment 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 70% or higher.

Criterion (Expected Outcome)

70% of assessed students will core an "acceptable" rating on at least 2 components of each Core Objective Outcome or a minimum numerical score of 70% or higher.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

53 students, from the only 4 sections of Biol 1411 offered, were assessed. 77% were successful.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated as successful, the goal was met.

Changes as a Result of Evaluation

Biology faculty will use a different lab experiment and report to assess this outcome next year, and they may increase the benchmark for individual student success and/or the goal percent for successful students.

Analysis & Evaluation – Distance Learning

No distance learning section was offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning section of Biol 1411 is planned for next year.

Biology (BIOL.1411)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

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)

Implementation 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).

Assessment 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 70% or higher.

Criterion (Expected Outcome)

70% of assessed students will core an "acceptable" rating on at least 2 components of each Core Objective Outcome or a minimum numerical score of 70% or higher.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

52 students, from the only 4 sections of Biol 1411 offered, were assessed. 83% were successful.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded.

Changes as a Result of Evaluation

Biology faculty will use a different lab experiment and report to assess this outcome next year, and they may increase the benchmark for individual student success and/or the goal percent for successful students.

Analysis & Evaluation – Distance Learning

No distance learning section of Biol 1411 was offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning section of Biol 1411 is planned for next year.

Biology (BIOL.1411)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

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)

Implementation 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).

Assessment 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 70% or higher.

Criterion (Expected Outcome)

70% of assessed students will score an "acceptable" rating on at least 2 components of each Core Objective Outcome or a minimum numerical score of 70% or higher.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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

Results

Data Summary

53 students, from the only 4 sections of Biol 1411 offered, were assessed. 77% were successful.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated as successful, the goal was met.

Changes as a Result of Evaluation

Biology faculty will use a different lab experiment and report to assess this outcome next year, and they may increase the benchmark for individual student success and/or the goal percent for successful students.

Analysis & Evaluation – Distance Learning

No distance learning section of Biol 1411 was offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning section of Biol 1411 is planned for next year.

Biology (BIOL.1411)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

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)

Implementation 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).

Assessment 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 70% or higher.

Criterion (Expected Outcome)

70% of assessed students will score an "acceptable" rating on at least 2 components of each Core Objective Outcome or a minimum numerical score of 70% or higher.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

53 students, from the only 4 sections of Biol 1411 offered, were assessed. 92% were successful at teamwork.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded.

Changes as a Result of Evaluation

Biology faculty will use a different lab experiment and report to assess this outcome next year, and they may increase the benchmark for individual student success and/or the goal percent for successful students.

Analysis & Evaluation – Distance Learning

No distance learning section of Biol 1411 was offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning section of Biol 1411 is planned for next year.

Biology (BIOL.1413)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will utilize the microscope and apply scientific reasoning to investigate basic concepts and to collect and analyze data from microscopy. (SLO #13)

Implementation 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).

Assessment 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 70% or higher.

Criterion (Expected Outcome)

70% of assessed students will core an "acceptable" rating on at least 2 components of each Core Objective Outcome or a minimum numerical score of 70% or higher.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

27 students, from 2 sections on 1 campus of TVCC. were assessed. 70% of assessed students were successful.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated as successful, the goal was met.

Changes as a Result of Evaluation

Biology faculty will choose a different lab experiment and report for assessing this leap next year. The might increase the benchmark for individual student success and/or raise the goal for a percent of successful students.

Analysis & Evaluation – Distance Learning

No distance learning section of Biol 1413 was offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning section of Biol 1413 is planned for next year.

Biology (BIOL.1413)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will utilize the microscope and apply scientific reasoning to investigate basic concepts and to collect and analyze data from microscopy. (SLO #13)

Implementation 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).

Assessment 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 70% or higher.

Criterion (Expected Outcome)

70% of assessed students will core an "acceptable" rating on at least 2 components of each Core Objective Outcome or a minimum numerical score of 70% or higher.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

26 students from 2 sections, representing only 1 TVCC campus, were assessed. 69% were successful.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated as successful, the goal was not met.

Changes as a Result of Evaluation

Critical thinking will be emphasized in Biol 1413. Biology faculty will choose a different lab experiment and report to assess this learning outcome.

Analysis & Evaluation – Distance Learning

No distance learning section of Biol 1413 was offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning section of Biol 1413 is planned for next year.

Biology (BIOL.1413)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will utilize the microscope and apply scientific reasoning to investigate basic concepts and to collect and analyze data from microscopy. (SLO #13)

Implementation 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).

Assessment 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 70% or higher.

Criterion (Expected Outcome)

70% of assessed students will score an "acceptable" rating on at least 2 components of each Core Objective Outcome or a minimum numerical score of 70% or higher.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

27 students, from 2 sections of Biol 1413, representing only 1 campus of TVCC, were assessed. 67% were successful.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students successful, the goal was not met.

Changes as a Result of Evaluation

Empirical and quantitative reasoning will be emphasized in Biol 1413. Biology faculty will choose a different lab experiment and report to assess this learning outcome, but this is for variety. The changes due to the result of the evaluation will be more mathematical calculations and conversions taught during labs.

Analysis & Evaluation – Distance Learning

No distance learning sections of Biol 1413 were offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning section of Biol 1413 is planned for next year.

Biology (BIOL.1413)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will utilize the microscope and apply scientific reasoning to investigate basic concepts and to collect and analyze data from microscopy. (SLO #13)

Implementation 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).

Assessment 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 70% or higher.

Criterion (Expected Outcome)

70% of assessed students will score an "acceptable" rating on at least 2 components of each Core Objective Outcome or a minimum numerical score of 70% or higher.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

28 students, from 2 sections of Biol 1413, representing only 1 campus of TVCC, were assessed. 78% were successful.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded.

Changes as a Result of Evaluation

Biology faculty will choose a different lab experiment and report to use as a vehicle to assess this leap, but the change that will result of this evaluation is that they will raise the benchmark for individual student success and/or the goal percent for student success.

Analysis & Evaluation – Distance Learning

No distance learning section of Biol 1413 was offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning section of Biol 1413 is planned for next year.

Biology (BIOL.2401)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will use critical thinking and scientific problem-solving skills, including, but not limited to, inferring, integrating, synthesizing, and summarizing, to make decisions, recommendations and predictions. SLO#13

Implementation 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).

Assessment 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 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. Acceptable-Correct diagnosis with moderate justification, most parts of assignment completed

Criterion (Expected Outcome)

75 % 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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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). Life and Physical Science Skills: To demonstrate knowledge of the physical universe and living systems. Obviously students are demonstrating knowledge of living organisms.

Results

Data Summary

235 students, from 17 sections reported, representing 3 TVCC campuses and one high school section taught by TVCC faculty, were assessed. 72.2% of assessed internet students and 81.3% of assessed face to face students were successful. 24% of reported face to face students and 44% of reported internet students were not available for assessment. This probably indicates a very high drop out rate for face to face students and a significantly higher drop out rate for internet students.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded. The high rate of students reported with no data available from an assessment of them is probably due to the high drop out rate in Anatomy and Physiology classes. Students feel that they must have a high grade in A and P to get into nursing school and marginal students often drop out. Apparently that must be more prevalent in internet sections.

Changes as a Result of Evaluation

Biology faculty will choose a different type of evaluation tool for Biol 2401 next year. Instead of using a Case Study lab experiment and report, they intend to use a microscopy lab experiment and report to assess this learning outcome. Biology faculty feel that the high drop out rates for face to face and internet sections of Biol 2401 reflects the difficulty of the course, the high standard nursing schools set and the high standards for which TVCC Biology must prepare students. The significantly higher drop out rate for internet students probably means that marginal internet students are even more likely to drop out than marginal face to face students.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded. The high rate of students reported with no data available from an assessment of them is probably due to the high drop out rate in Anatomy and Physiology classes. Students feel that they must have a high grade in A and P to get into nursing school and marginal students often drop out. Apparently that must be more prevalent in internet sections.

Changes as a Result of Evaluation – Distance Learning

Biology faculty will choose a different type of evaluation tool for Biol 2401 next year. Instead of using a Case Study lab experiment and report, they intend to use a microscopy lab experiment and report to assess this learning outcome. Biology faculty feel that the high drop out rates for face to face and internet sections of Biol 2401 reflects the difficulty of the course, the high standard nursing schools set and the high standards for which TVCC Biology must prepare students. The significantly higher drop out rate for internet students probably means that marginal internet students are even more likely to drop out than marginal face to face students.

Biology (BIOL.2401)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will use critical thinking and scientific problem-solving skills, including, but not limited to, inferring, integrating, synthesizing, and summarizing, to make decisions, recommendations and predictions. SLO#13

Implementation 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).

Assessment 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 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. Acceptable-Correct diagnosis with moderate justification, most parts of assignment completed

Criterion (Expected Outcome)

75 % 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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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). Life and Physical Science Skills: To demonstrate knowledge of the physical universe and living systems. Obviously students are demonstrating knowledge of living organisms.

Results

Data Summary

235 students, from 17 sections reported, representing 3 TVCC campuses and one high school section taught by TVCC faculty, were assessed. 82% of assessed internet students and 73% of assessed face to face students were successful. 24% of reported face to face students and 44% of reported internet students were not available for assessment. This probably indicates a very high drop out rate for face to face students and a significantly higher drop out rate for internet students.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded. The high rate of students reported with no data available from an assessment of them is probably due to the high drop out rate in Anatomy and Physiology classes. Students feel that they must have a high grade in A and P to get into nursing school and marginal students often drop out. Apparently that must be more prevalent in internet sections.

Changes as a Result of Evaluation

Biology faculty will choose a different type of evaluation tool for Biol 2401 next year. Instead of using a Case Study lab experiment and report, they intend to use a microscopy lab experiment and report to assess this learning outcome. Biology faculty feel that the high drop out rates for face to face and internet sections of Biol 2401 reflects the difficulty of the course, the high standard nursing schools set and the high standards for which TVCC Biology must prepare students. The significantly higher drop out rate for internet students probably means that marginal internet students are even more likely to drop out than marginal face to face students.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded. The high rate of students reported with no data available from an assessment of them is probably due to the high drop out rate in Anatomy and Physiology classes. Students feel that they must have a high grade in A and P to get into nursing school and marginal students often drop out. Apparently that must be more prevalent in internet sections.

Changes as a Result of Evaluation – Distance Learning

Biology faculty will choose a different type of evaluation tool for Biol 2401 next year. Instead of using a Case Study lab experiment and report, they intend to use a microscopy lab experiment and report to assess this learning outcome. Biology faculty feel that the high drop out rates for face to face and internet sections of Biol 2401 reflects the difficulty of the course, the high standard nursing schools set and the high standards for which TVCC Biology must prepare students. The significantly higher drop out rate for internet students probably means that marginal internet students are even more likely to drop out than marginal face to face students.

Biology (BIOL.2401)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will use critical thinking and scientific problem-solving skills, including, but not limited to, inferring, integrating, synthesizing, and summarizing, to make decisions, recommendations and predictions.SLO#13

Implementation 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).

Assessment 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.

Criterion (Expected Outcome)

75 % 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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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). Life and Physical Science Skills: To demonstrate knowledge of the physical universe and living systems. Obviously students are demonstrating knowledge of living organisms.

Results

Data Summary

235 students, from 17 sections reported, representing 3 TVCC campuses and one high school section taught by TVCC faculty, were assessed. 82% of assessed internet students and 75% of assessed face to face students were successful. 24% of reported face to face students and 44% of reported internet students were not available for assessment. This probably indicates a very high drop out rate for face to face students and a significantly higher drop out rate for internet students.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded. The high rate of students reported with no data available from an assessment of them is probably due to the high drop out rate in Anatomy and Physiology classes. Students feel that they must have a high grade in A and P to get into nursing school and marginal students often drop out. Apparently that must be more prevalent in internet sections.

Changes as a Result of Evaluation

Biology faculty will choose a different type of evaluation tool for Biol 2401 next year. Instead of using a Case Study lab experiment and report, they intend to use a microscopy lab experiment and report to assess this learning outcome. Biology faculty feel that the high drop out rates for face to face and internet sections of Biol 2401 reflects the difficulty of the course, the high standard nursing schools set and the high standards for which TVCC Biology must prepare students. The significantly higher drop out rate for internet students probably means that marginal internet students are even more likely to drop out than marginal face to face students.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded. The high rate of students reported with no data available from an assessment of them is probably due to the high drop out rate in Anatomy and Physiology classes. Students feel that they must have a high grade in A and P to get into nursing school and marginal students often drop out. Apparently that must be more prevalent in internet sections.

Changes as a Result of Evaluation – Distance Learning

Biology faculty will choose a different type of evaluation tool for Biol 2401 next year. Instead of using a Case Study lab experiment and report, they intend to use a microscopy lab experiment and report to assess this learning outcome. Biology faculty feel that the high drop out rates for face to face and internet sections of Biol 2401 reflects the difficulty of the course, the high standard nursing schools set and the high standards for which TVCC Biology must prepare students. The significantly higher drop out rate for internet students probably means that marginal internet students are even more likely to drop out than marginal face to face students.

Biology (BIOL.2401)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will use critical thinking and scientific problem-solving skills, including, but not limited to, inferring, integrating, synthesizing, and summarizing, to make decisions, recommendations and predictions.SLO#13

Implementation 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).

Assessment 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.

Criterion (Expected Outcome)

75 % 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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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). Life and Physical Science Skills: To demonstrate knowledge of the physical universe and living systems. Obviously students are demonstrating knowledge of living organisms.

Results

Data Summary

235 students, from 17 sections reported, representing 3 TVCC campuses and one high school section taught by TVCC faculty, were assessed. 73% of assessed internet students and 93% of assessed face to face students were successful. 24% of reported face to face students and 44% of reported internet students were not available for assessment. This probably indicates a very high drop out rate for face to face students and a significantly higher drop out rate for internet students.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded. The high rate of students reported with no data available from an assessment of them is probably due to the high drop out rate in Anatomy and Physiology classes. Students feel that they must have a high grade in A and P to get into nursing school and marginal students often drop out. Apparently that must be more prevalent in internet sections.

Changes as a Result of Evaluation

Biology faculty will choose a different type of evaluation tool for Biol 2401 next year. Instead of using a Case Study lab experiment and report, they intend to use a microscopy lab experiment and report to assess this learning outcome. Biology faculty feel that the high drop out rates for face to face and internet sections of Biol 2401 reflects the difficulty of the course, the high standard nursing schools set and the high standards for which TVCC Biology must prepare students. The significantly higher drop out rate for internet students probably means that marginal internet students are even more likely to drop out than marginal face to face students.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded. The high rate of students reported with no data available from an assessment of them is probably due to the high drop out rate in Anatomy and Physiology classes. Students feel that they must have a high grade in A and P to get into nursing school and marginal students often drop out. Apparently that must be more prevalent in internet sections.

Changes as a Result of Evaluation – Distance Learning

Biology faculty will choose a different type of evaluation tool for Biol 2401 next year. Instead of using a Case Study lab experiment and report, they intend to use a microscopy lab experiment and report to assess this learning outcome. Biology faculty feel that the high drop out rates for face to face and internet sections of Biol 2401 reflects the difficulty of the course, the high standard nursing schools set and the high standards for which TVCC Biology must prepare students. The significantly higher drop out rate for internet students probably means that marginal internet students are even more likely to drop out than marginal face to face students.

Biology (BIOL.2402)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will use critical thinking and scientific problem-solving skills, including, but not limited to, inferring, integrating, synthesizing, and summarizing, to make decisions, recommendations and predictions.SLO#13

Implementation 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).

Assessment 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.

Criterion (Expected Outcome)

75 % 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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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). Life and Physical Science Skills: To demonstrate knowledge of the physical universe and living systems. Obviously students are demonstrating knowledge of living organisms.

Results

Data Summary

170 students, from 11 reported sections, representing 3 campuses of TVCC and one high school section of Biol 2402 taught by a part-time TVCC faculty member, were assessed. 77% of 131 face to face students assessed were successful, while 84% of 39 internet students assessed were successful. 14% (22/153) of face to face students reported and 50% (39/78) of internet students reported were not available for assessment. This probably indicates a high drop out rate for face to face students and a much higher drop out rate for internet students.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated successful, the goal was exceeded. High drop out rates in Biol 2402 may not be avoidable. Students feel that they must make a high grade in Anatomy and Physiology to be viable candidates for nursing school. Many marginal students drop out and opt to try the course again. Apparently, marginal internet students drop out at an even higher rate.

Changes as a Result of Evaluation

Biology faculty intend to continue to use a Case Study lab experience and report to assess this outcome. However, they will increase the benchmark for individual student success and/or the goal percent for student success.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated successful, the goal was exceeded. High drop out rates in Biol 2402 may not be avoidable. Students feel that they must make a high grade in Anatomy and Physiology to be viable candidates for nursing school. Many marginal students drop out and opt to try the course again. Apparently, marginal internet students drop out at an even higher rate.

Changes as a Result of Evaluation – Distance Learning

Biology faculty intend to continue to use a Case Study lab experience and report to assess this outcome. However, they will increase the benchmark for individual student success and/or the goal percent for student success.

Biology (BIOL.2402)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will use critical thinking and scientific problem-solving skills, including, but not limited to, inferring, integrating, synthesizing, and summarizing, to make decisions, recommendations and predictions.SLO#13

Implementation 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).

Assessment 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.

Criterion (Expected Outcome)

75 % 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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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). Life and Physical Science Skills: To demonstrate knowledge of the physical universe and living systems. Obviously students are demonstrating knowledge of living organisms.

Results

Data Summary

169 students, from 11 reported sections, representing 3 campuses of TVCC and one high school section of Biol 2402 taught by a part-time TVCC faculty member, were assessed. 85% of 130 face to face students assessed were successful, while 95% of 39 internet students assessed were successful. 15% (23/153) of face to face students reported and 50% (39/78) of internet students reported were not available for assessment. This probably indicates a high drop out rate for face to face students and a much higher drop out rate for internet students.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated successful, the goal was exceeded. High drop out rates in Biol 2402 may not be avoidable. Students feel that they must make a high grade in Anatomy and Physiology to be viable candidates for nursing school. Many marginal students drop out and opt to try the course again. Apparently, marginal internet students drop out at an even higher rate.

Changes as a Result of Evaluation

Biology faculty intend to continue to use a Case Study lab experience and report to assess this outcome. However, they will increase the benchmark for individual student success and/or the goal percent for student success.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated successful, the goal was exceeded. High drop out rates in Biol 2402 may not be avoidable. Students feel that they must make a high grade in Anatomy and Physiology to be viable candidates for nursing school. Many marginal students drop out and opt to try the course again. Apparently, marginal internet students drop out at an even higher rate.

Changes as a Result of Evaluation – Distance Learning

Biology faculty intend to continue to use a Case Study lab experience and report to assess this outcome. However, they will increase the benchmark for individual student success and/or the goal percent for student success.

Biology (BIOL.2402)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will use critical thinking and scientific problem-solving skills, including, but not limited to, inferring, integrating, synthesizing, and summarizing, to make decisions, recommendations and predictions. SLO#13

Implementation 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).

Assessment 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.

Criterion (Expected Outcome)

75 % 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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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). Life and Physical Science Skills: To demonstrate knowledge of the physical universe and living systems. Obviously students are demonstrating knowledge of living organisms

Results

Data Summary

169 students, from 11 reported sections, representing 3 campuses of TVCC and one high school section of Biol 2402 taught by a part-time TVCC faculty member, were assessed. 74% of 130 face to face students assessed were successful, while 90% of 39 internet students assessed were successful. 15% (23/153) of face to face students reported and 50% (39/78) of internet students reported were not available for assessment. This probably indicates a high drop out rate for face to face students and a much higher drop out rate for internet students.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated successful, the goal was exceeded. High drop out rates in Biol 2402 may not be avoidable. Students feel that they must make a high grade in Anatomy and Physiology to be viable candidates for nursing school. Many marginal students drop out and opt to try the course again. Apparently, marginal internet students drop out at an even higher rate.

Changes as a Result of Evaluation

Biology faculty intend to continue to use a Case Study lab experience and report to assess this outcome. However, they will increase the benchmark for individual student success and/or the goal percent for student success.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated successful, the goal was exceeded. High drop out rates in Biol 2402 may not be avoidable. Students feel that they must make a high grade in Anatomy and Physiology to be viable candidates for nursing school. Many marginal students drop out and opt to try the course again. Apparently, marginal internet students drop out at an even higher rate.

Changes as a Result of Evaluation – Distance Learning

Biology faculty intend to continue to use a Case Study lab experience and report to assess this outcome. However, they will increase the benchmark for individual student success and/or the goal percent for student success.

Biology (BIOL.2402)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will use critical thinking and scientific problem-solving skills, including, but not limited to, inferring, integrating, synthesizing, and summarizing, to make decisions, recommendations and predictions. SLO#13

Implementation 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).

Assessment 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

Criterion (Expected Outcome)

75 % 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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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). Life and Physical Science Skills: To demonstrate knowledge of the physical universe and living systems. Obviously students are demonstrating knowledge of living organisms.

Results

Data Summary

168 students, from 11 reported sections, representing 3 campuses of TVCC and one high school section of Biol 2402 taught by a part-time TVCC faculty member, were assessed. 89% of 129 face to face students assessed were successful, while 85% of 39 internet students assessed were successful. 16% (24/153) of face to face students reported and 50% (39/76) of internet students reported were not available for assessment. This probably indicates a high drop out rate for face to face students and a much higher drop out rate for internet students.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated successful, the goal was exceeded. High drop out rates in Biol 2402 may not be avoidable. Students feel that they must make a high grade in Anatomy and Physiology to be viable candidates for nursing school. Many marginal students drop out and opt to try the course again. Apparently, marginal internet students drop out at an even higher rate.

Changes as a Result of Evaluation

Biology faculty intend to continue to use a Case Study lab experience and report to assess this outcome. However, they will increase the benchmark for individual student success and/or the goal percent for student success.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated successful, the goal was exceeded. High drop out rates in Biol 2402 may not be avoidable. Students feel that they must make a high grade in Anatomy and Physiology to be viable candidates for nursing school. Many marginal students drop out and opt to try the course again. Apparently, marginal internet students drop out at an even higher rate.

Changes as a Result of Evaluation – Distance Learning

Biology faculty intend to continue to use a Case Study lab experience and report to assess this outcome. However, they will increase the benchmark for individual student success and/or the goal percent for student success.

Biology (BIOL.2404)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will use critical thinking and scientific problem-solving skills, including, but not limited to, inferring, integrating, synthesizing, and summarizing, to make decisions, recommendations and predictions.

Implementation 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).

Assessment 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.

Criterion (Expected Outcome)

75 % 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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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). Life and Physical Science Skills: To demonstrate knowledge of the physical universe and living systems. Obviously students are demonstrating knowledge of living organisms.

Results

Data Summary

39 students, from 4 sections of Biol 2404, representing 2 campuses of TVCC, were assessed. 100% of face to face assessed students were successful, while 71% of assessed distance education students were successful. 42% of face to face students reported (8/19) were not available for assessment. 43% of distance education students reported (21/49) were not available for assessment. This probably reflects the high drop out rate among Intro Anatomy and Physiology students.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated successful, the goal was exceeded. The high drop out rate for Intro A and P students partially explains the high rate of un-assessed students in reported sections.

Changes as a Result of Evaluation

Biology faculty wish to continue to use a Case Study experience and written report to assess this outcome. However, they will use different case studies next year and will increase the benchmark for individual student success and/or increase the goal percent for student success.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated successful, the goal was met. The high drop out rate for Intro A and P students partially explains the high rate of un-assessed students in reported sections.

Changes as a Result of Evaluation – Distance Learning

Biology faculty wish to continue to use a Case Study experience and written report to assess this outcome. However, they will use different case studies next year and will increase the benchmark for individual student success and/or increase the goal percent for student success.

Biology (BIOL.2404)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will use critical thinking and scientific problem-solving skills, including, but not limited to, inferring, integrating, synthesizing, and summarizing, to make decisions, recommendations and predictions.

Implementation 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).

Assessment 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.

Criterion (Expected Outcome)

75 % 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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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). Life and Physical Science Skills: To demonstrate knowledge of the physical universe and living systems. Obviously students are demonstrating knowledge of living organisms.

Results

Data Summary

39 students, from 4 sections of Biol 2404, representing 2 campuses of TVCC, were assessed. 100% of face to face assessed students were successful, while 71% of assessed distance education students were successful. 42% of face to face students reported (8/19) were not available for assessment. 43% of distance education students reported (21/49) were not available for assessment. This probably reflects the high drop out rate among Intro Anatomy and Physiology students.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated successful, the goal was exceeded. The high drop out rate for Intro A and P students partially explains the high rate of un-assessed students in reported sections.

Changes as a Result of Evaluation

Biology faculty wish to continue to use a Case Study experience and written report to assess this outcome. However, they will use different case studies next year and will increase the benchmark for individual student success and/or increase the goal percent for student success.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated successful, the goal was met. The high drop out rate for Intro A and P students partially explains the high rate of un-assessed students in reported sections.

Changes as a Result of Evaluation – Distance Learning

Biology faculty wish to continue to use a Case Study experience and written report to assess this outcome. However, they will use different case studies next year and will increase the benchmark for individual student success and/or increase the goal percent for student success.

Biology (BIOL.2404)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will use critical thinking and scientific problem-solving skills, including, but not limited to, inferring, integrating, synthesizing, and summarizing, to make decisions, recommendations and predictions.

Implementation 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).

Assessment 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.

Criterion (Expected Outcome)

75 % 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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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). Life and Physical Science Skills: To demonstrate knowledge of the physical universe and living systems. Obviously students are demonstrating knowledge of living organisms.

Results

Data Summary

39 students, from 4 sections of Biol 2404, representing 2 campuses of TVCC, were assessed. 100% of face to face assessed students were successful, while 64% of assessed distance education students were successful. 42% of face to face students reported (8/19) were not available for assessment. 43% of distance education students reported (21/49) were not available for assessment. This probably reflects the high drop out rate among Intro Anatomy and Physiology students

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated successful, the goal was exceeded. The high drop out rate for Intro A and P students partially explains the high rate of un-assessed students in reported sections.

Changes as a Result of Evaluation

Biology faculty wish to continue to use a Case Study experience and written report to assess this outcome. However, they will use different case studies next year and will increase the benchmark for individual student success and/or increase the goal percent for student success.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated successful, the goal was not met. The high drop out rate for Intro A and P students partially explains the high rate of un-assessed students in reported sections.

Changes as a Result of Evaluation – Distance Learning

Biology faculty wish to continue to use a Case Study experience and written report to assess this outcome. However, they will use different case studies next year.

Biology (BIOL.2404)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will use critical thinking and scientific problem-solving skills, including, but not limited to, inferring, integrating, synthesizing, and summarizing, to make decisions, recommendations and predictions.

Implementation 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).

Assessment 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.

Criterion (Expected Outcome)

75 % 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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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). Life and Physical Science Skills: To demonstrate knowledge of the physical universe and living systems. Obviously students are demonstrating knowledge of living organisms.

Results

Data Summary

31 students, from 4 sections of Biol 2404, representing 2 campuses of TVCC, were assessed. 100% of face to face assessed students were successful, while 90% of assessed distance education students were successful. 42% of face to face students reported (8/19) were not available for assessment. 59% of distance education students reported (29/49) were not available for assessment. This probably reflects the high drop out rate among Intro Anatomy and Physiology students, but also makes questionable why 8 students were available for assessment in communication, critical thinking and empirical and quantitative reasoning, but not for teamwork.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated successful, the goal was exceeded. The high drop out rate for Intro A and P students partially explains the high rate of un-assessed students in reported sections.

Changes as a Result of Evaluation

Biology faculty wish to continue to use a Case Study experience and written report to assess this outcome. However, they will use different case studies next year and will increase the benchmark for individual student success and/or increase the goal percent for student success.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated successful, the goal was exceeded. The high drop out rate for Intro A and P students partially explains the high rate of un-assessed students in reported sections.

Changes as a Result of Evaluation – Distance Learning

Biology faculty wish to continue to use a Case Study experience and written report to assess this outcome. However, they will use different case studies next year and will increase the benchmark for individual student success and/or increase the goal percent for student success.

Biology (BIOL.2420)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will describe distinctive characteristics and diverse growth requirements of prokaryotic organisms compared to eukaryotic organisms.

Implementation Strategy

Students will work in groups (TW) to identify distinctive characteristics of the two types of organisms (CT). Students will measure their diverse growth requirements and will produce a written report portfolio (CM) that clearly (EQ) demonstrates the differing characteristics and differing growth requirements of prokaryotic and eukaryotic organisms (CT).

Assessment Method

A standardized laboratory report will be collected from each student during the semester and at least 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 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 70% or higher.

Criterion (Expected Outcome)

At least 70% 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 70% or higher.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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. Life and Physical Science Skills: To demonstrate knowledge of the physical universe and living systems. Obviously students are demonstrating knowledge of living organisms.

Results

Data Summary

139 students, from all 7 Fall 2015 sections of Biol 2420, representing all 3 TVCC campuses that offer Biol 2420, were assessed. 75% of face to face students and 83% of internet students were successful. 8% (9/118) of face to face students in reported sections and 32% (14/44) of internet students in reported sections were not available for assessment of this outcome.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded. The much higher rate of non-assessed students in internet sections probably means a much higher drop out rate.

Changes as a Result of Evaluation

Biology faculty will use a different lab experiment and report to assess this outcome next year, and they will increase the benchmark for individual student success and/or the percent goal for student success.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded. The high rate of non-assessment in distance learning sections may be due to high drop out rates in the distance learning sections.

Changes as a Result of Evaluation – Distance Learning

Biology faculty will use a different lab experiment and report to assess this outcome next year, and they will increase the benchmark for individual student success and/or the percent goal for student success. Encouraging persistence by marginal students in distance learning sections could be emphasized, but students know that they need high grades in Microbiology to get into nursing schools. Such emphasis might not be in the best interests of students.

Biology (BIOL.2420)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will describe distinctive characteristics and diverse growth requirements of prokaryotic organisms compared to eukaryotic organisms.

Implementation Strategy

Students will work in groups (TW) to identify distinctive characteristics of the two types of organisms (CT). Students will measure their diverse growth requirements and will produce a written report portfolio (CM) that clearly (EQ) demonstrates the differing characteristics and differing growth requirements of prokaryotic and eukaryotic organisms (CT).

Assessment Method

A standardized laboratory report will be collected from each student during the semester and at least 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 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 70% or higher.

Criterion (Expected Outcome)

At least 70% 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 70% or higher.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

CT1: The students are required to produce a written lab report. Life and Physical Science Skills: To demonstrate knowledge of the physical universe and living systems. Obviously students are demonstrating knowledge of living organisms.

Results

Data Summary

139 students, from all 7 Fall 2015 sections of Biol 2420, representing all 3 TVCC campuses that offer Biol 2420, were assessed. 79% of face to face students and 83% of internet students were successful. 8% (9/118) of face to face students in reported sections and 32% (14/44) of internet students in reported sections were not available for assessment of this outcome.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded. The much higher rate of non-assessed students in internet sections probably means a much higher drop out rate.

Changes as a Result of Evaluation

Biology faculty will use a different lab experiment and report to assess this outcome next year, and they will increase the benchmark for individual student success and/or the percent goal for student success.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded. The high rate of non-assessment in distance learning sections may be due to high drop out rates in the distance learning sections.

Changes as a Result of Evaluation – Distance Learning

Biology faculty will use a different lab experiment and report to assess this outcome next year, and they will increase the benchmark for individual student success and/or the percent goal for student success. Encouraging persistence by marginal students in distance learning sections could be emphasized, but students know that they need high grades in Microbiology to get into nursing schools. Such emphasis might not be in the best interests of students.

Biology (BIOL.2420)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will describe distinctive characteristics and diverse growth requirements of prokaryotic organisms compared to eukaryotic organisms.

Implementation Strategy

Students will work in groups (TW) to identify distinctive characteristics of the two types of organisms (CT). Students will measure their diverse growth requirements and will produce a written report portfolio (CM) that clearly (EQ) demonstrates the differing characteristics and differing growth requirements of prokaryotic and eukaryotic organisms (CT).

Assessment Method

A standardized laboratory report will be collected from each student during the semester and at least 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 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 70% or higher.

Criterion (Expected Outcome)

At least 70% 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 70% or higher.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

Empirical and Quantitative: Students will measure and analyze data obtained during the laboratory exercise. Life and Physical Science Skills: To demonstrate knowledge of the physical universe and living systems. Obviously students are demonstrating knowledge of living organisms.

Results

Data Summary

139 students, from all 7 Fall 2015 sections of Biol 2420, representing all 3 TVCC campuses that offer Biol 2420, were assessed. 74% of face to face students and 83% of internet students were successful. 8% (9/118) of face to face students in reported sections and 32% (14/44) of internet students in reported sections were not available for assessment of this outcome.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded. The much higher rate of non-assessed students in internet sections probably means a much higher drop out rate.

Changes as a Result of Evaluation

Biology faculty will use a different lab experiment and report to assess this outcome next year, and they will increase the benchmark for individual student success and/or the percent goal for student success.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded. The high rate of non-assessment in distance learning sections may be due to high drop out rates in the distance learning sections.

Changes as a Result of Evaluation – Distance Learning

Biology faculty will use a different lab experiment and report to assess this outcome next year, and they will increase the benchmark for individual student success and/or the percent goal for student success. Encouraging persistence by marginal students in distance learning sections could be emphasized, but students know that they need high grades in Microbiology to get into nursing schools. Such emphasis might not be in the best interests of students.

Biology (BIOL.2420)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will describe distinctive characteristics and diverse growth requirements of prokaryotic organisms compared to eukaryotic organisms.

Implementation Strategy

Students will work in groups (TW) to identify distinctive characteristics of the two types of organisms (CT). Students will measure their diverse growth requirements and will produce a written report portfolio (CM) that clearly (EQ) demonstrates the differing characteristics and differing growth requirements of prokaryotic and eukaryotic organisms (CT).

Assessment Method

A standardized laboratory report will be collected from each student during the semester and at least 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 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 70% or higher.

Criterion (Expected Outcome)

At least 70% 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 70% or higher.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

TW1: Students will work in groups to identify, describe, and contrast the characteristics and growth requirements of prokaryotic and eukaryotic organisms. Life and Physical Science Skills: To demonstrate knowledge of the physical universe and living systems. Obviously students are demonstrating knowledge of living organisms.

Results

Data Summary

139 students, from all 7 Fall 2015 sections of Biol 2420, representing all 3 TVCC campuses that offer Biol 2420, were assessed. 81% of face to face students and 83% of internet students were successful. 8% (9/118) of face to face students in reported sections and 32% (14/44) of internet students in reported sections were not available for assessment of this outcome.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded. The much higher rate of non-assessed students in internet sections probably means a much higher drop out rate.

Changes as a Result of Evaluation

Biology faculty will use a different lab experiment and report to assess this outcome next year, and they will increase the benchmark for individual student success and/or the percent goal for student success.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded. The high rate of non-assessment in distance learning sections may be due to high drop out rates in the distance learning sections.

Changes as a Result of Evaluation – Distance Learning

Biology faculty will use a different lab experiment and report to assess this outcome next year, and they will increase the benchmark for individual student success and/or the percent goal for student success. Encouraging persistence by marginal students in distance learning sections could be emphasized, but students know that they need high grades in Microbiology to get into nursing schools. Such emphasis might not be in the best interests of students.

Biology (BIOL.2421)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Apply scientific reasoning to investigate questions and utilize scientific tools such as microscopes and laboratory equipment to collect and analyze data. SLO #9

Implementation Strategy

Students will work together in teams to produce a written case study analysis to solve a problem (identification of prokaryotic and eukaryotic organisms) and provide justification for their solution (CT). Students will identify the essential information (characteristics and growth requirements) for solving the problem (EQ). Students will use quantitative measures to produce a graph or table of the organisms' characteristics and identify the organisms (EQ). The written presentation will assess accuracy, depth of content, and reasonableness of the conclusions (EQ, CM). Students will anonymously assess team members on their participation, performance, and ability to divide tasks and share equally within the group (TW).

Assessment Method

Students who complete BIOL 2421 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 identification with justification, all parts of assignment completed correctly, worked well within the group. Acceptable-Correct identification with moderate justification, most parts of assignment completed correctly, significant group participation Poor- Incorrect identification 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.

Criterion (Expected Outcome)

75 % 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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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 data to identify organisms. 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 identification based on the presented facts (Communication Skills). To produce this document students will have to evaluate and analyze the characteristics and growth requirements to determine their identification (Critical Thinking Skills) and evaluate the reasonableness of their identification using data and observable facts (Empirical and Quantitative Skills). Life and Physical Science Skills: To demonstrate knowledge of the physical universe and living systems. Obviously students are demonstrating knowledge of living organisms.

Results

Data Summary

12 students, from the only section offered of Biol 2421 were assessed for this outcome. 75% were successful.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students successful, the goal was met.

Changes as a Result of Evaluation

Biology faculty will continue to use a lab experiment and report to assess this outcome, but they will use a different lab experiment and report next, and they will increase the benchmark for individual student success and/or the goal percent for student success.

Analysis & Evaluation – Distance Learning

No distance learning section of Biol 2421 was offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning section of Biol 2421 is planned for next year.

Biology (BIOL.2421)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Apply scientific reasoning to investigate questions and utilize scientific tools such as microscopes and laboratory equipment to collect and analyze data. SLO #9

Implementation Strategy

Students will work together in teams to produce a written case study analysis to solve a problem (identification of prokaryotic and eukaryotic organisms) and provide justification for their solution (CT). Students will identify the essential information (characteristics and growth requirements) for solving the problem (EQ). Students will use quantitative measures to produce a graph or table of the organisms' characteristics and identify the organisms (EQ). The written presentation will assess accuracy, depth of content, and reasonableness of the conclusions (EQ, CM). Students will anonymously assess team members on their participation, performance, and ability to divide tasks and share equally within the group (TW).

Assessment Method

Students who complete BIOL 2421 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 identification with justification, all parts of assignment completed correctly, worked well within the group. Acceptable-Correct identification with moderate justification, most parts of assignment completed correctly, significant group participation Poor- Incorrect identification 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.

Criterion (Expected Outcome)

75 % 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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

Critical Thinking Skills:CT1:The students are required to produce a written lab report. Life and Physical Science Skills: To demonstrate knowledge of the physical universe and living systems.Obviously students are demonstrating knowledge of living organisms.

Results

Data Summary

12 students, from the only section offered of Biol 2421 were assessed for this outcome. 75% were successful.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students successful, the goal was met.

Changes as a Result of Evaluation

Biology faculty will continue to use a lab experiment and report to assess this outcome, but they will use a different lab experiment and report next, and they will increase the benchmark for individual student success and/or the goal percent for student success.

Analysis & Evaluation – Distance Learning

No distance learning section of Biol 2421 was offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning section of Biol 2421 is planned for next year.

Biology (BIOL.2421)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Apply scientific reasoning to investigate questions and utilize scientific tools such as microscopes and laboratory equipment to collect and analyze data. SLO #9

Implementation Strategy

Students will work together in teams to produce a written case study analysis to solve a problem (identification of prokaryotic and eukaryotic organisms) and provide justification for their solution (CT). Students will identify the essential information (characteristics and growth requirements) for solving the problem (EQ). Students will use quantitative measures to produce a graph or table of the organisms' characteristics and identify the organisms (EQ). The written presentation will assess accuracy, depth of content, and reasonableness of the conclusions (EQ, CM). Students will anonymously assess team members on their participation, performance, and ability to divide tasks and share equally within the group (TW).

Assessment Method

Students who complete BIOL 2421 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 identification with justification, all parts of assignment completed correctly, worked well within the group. Acceptable-Correct identification with moderate justification, most parts of assignment completed correctly, significant group participation Poor- Incorrect identification 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.

Criterion (Expected Outcome)

75 % 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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

This outcome requires students to participate in a group to produce a written report that correctly analyzes data to identify organisms. 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 identification based on the presented facts (Communication Skills). To produce this document students will have to evaluate and analyze the characteristics and growth requirements to determine their identification (Critical Thinking Skills) and evaluate the reasonableness of their identification using data and observable facts (Empirical and Quantitative Skills). Life and Physical Science Skills: To demonstrate knowledge of the physical universe and living systems. Obviously students are demonstrating knowledge of living organisms.

Results

Data Summary

12 students, from the only section offered of Biol 2421 were assessed for this outcome. 75% were successful.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students successful, the goal was met.

Changes as a Result of Evaluation

Biology faculty will continue to use a lab experiment and report to assess this outcome, but they will use a different lab experiment and report next, and they will increase the benchmark for individual student success and/or the goal percent for student success.

Analysis & Evaluation – Distance Learning

No distance learning section of Biol 2421 was offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning section of Biol 2421 is planned for next year.

Biology (BIOL.2421)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Apply scientific reasoning to investigate questions and utilize scientific tools such as microscopes and laboratory equipment to collect and analyze data. SLO #9

Implementation Strategy

Students will work together in teams to produce a written case study analysis to solve a problem (identification of prokaryotic and eukaryotic organisms) and provide justification for their solution (CT). Students will identify the essential information (characteristics and growth requirements) for solving the problem (EQ). Students will use quantitative measures to produce a graph or table of the organisms' characteristics and identify the organisms (EQ). The written presentation will assess accuracy, depth of content, and reasonableness of the conclusions (EQ, CM). Students will anonymously assess team members on their participation, performance, and ability to divide tasks and share equally within the group (TW).

Assessment Method

Students who complete BIOL 2421 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 identification with justification, all parts of assignment completed correctly, worked well within the group. Acceptable-Correct identification with moderate justification, most parts of assignment completed correctly, significant group participation Poor- Incorrect identification 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.

Criterion (Expected Outcome)

75 % 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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

This outcome requires students to participate in a group to produce a written report that correctly analyzes data to identify organisms. 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 identification based on the presented facts (Communication Skills). To produce this document students will have to evaluate and analyze the characteristics and growth requirements to determine their identification (Critical Thinking Skills) and evaluate the reasonableness of their identification using data and observable facts (Empirical and Quantitative Skills). Life and Physical Science Skills: To demonstrate knowledge of the physical universe and living systems. Obviously students are demonstrating knowledge of living organisms.

Results

Data Summary

12 students, from the only section offered of Biol 2421 were assessed for this outcome. 75% were successful.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students successful, the goal was met.

Changes as a Result of Evaluation

Biology faculty will continue to use a lab experiment and report to assess this outcome, but they will use a different lab experiment and report next, and they will increase the benchmark for individual student success and/or the goal percent for student success

Analysis & Evaluation – Distance Learning

No distance learning section of Biol 2421 was offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning section of Biol 2421 is planned for next year.

Chemistry (CHEM.1405)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

Communication Skills - To include effective development, interpretation and expression of ideas through written, oral and visual communication. COM 5 is applicable

Results

Data Summary

59 students from 4 sections of Chem 1405, representing only the Palestine campus of TVCC, were assessed for communication. 93% of face to face students and 95% of internet students reached the benchmark for success. 6% of face to face students and 21% of internet students were unavailable for assessment.

Analysis & Evaluation

Since the goal for a percent of students to be rated high enough to be successful was 60%, the goal was exceeded. Though a slightly higher percent of assessed students were successful in internet sections than in face to face sections, there was a much higher rate for internet students of not taking the assessment. This probably indicates that most of those students had dropped the class before the assessment was administered.

Changes as a Result of Evaluation

Chemistry will choose a higher benchmark for success and/or a higher percent goal for student success. They also may choose a different lab report for assessment next year.

Analysis & Evaluation – Distance Learning

Since the goal for a percent of students to be rated high enough to be successful was 60%, the goal was exceeded. Though a slightly higher percent of assessed students were successful in internet sections than in face to face sections, there was a much higher rate for internet students of not taking the assessment. This probably indicates that most of those students had dropped the class before the assessment was administered.

Changes as a Result of Evaluation – Distance Learning

Chemistry will choose a higher benchmark for success and/or a higher percent goal for student success. They also may choose a different lab report for assessment next year.

Chemistry (CHEM.1405)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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.

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

Critical Thinking Skills - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. CT1, CT2, and CT3 are applicable.

Results

Data Summary

59 students from 4 sections of Chem 1405, representing only the Palestine Campus of TVCC, were assessed for critical thinking. 93% of assessed face to face students and 95% of assessed internet students were rated successful. 6% of enrolled face to face students were unavailable for assessment. 21% of enrolled internet students were unavailable for assessment. This probably indicates that most of those students had dropped the class before the assessment was administered.

Analysis & Evaluation

Since the goal was to have at least 60% of assessed students rate as successful, the goal was exceeded. Though the success rates for internet students and face to face students assessed were close (93% for face to face versus 95% for internet students) a much larger difference should be noted when comparing the percent of enrolled students who were not assessed (6% for face to face students versus 21% for internet students). This probably indicates that many of those students had dropped the class before the assessment was administered.

Changes as a Result of Evaluation

A different lab will be chosen for assessment next year and the benchmark for success and/or the goal for a percent of students rated successful will increase.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 60% of assessed students rate as successful, the goal was exceeded. Though the success rates for internet students and face to face students assessed were close (93% for face to face versus 95% for internet students) a much larger difference should be noted when comparing the percent of enrolled students who were not assessed (6% for face to face students versus 21% for internet students). This probably indicates that many of those students had dropped the class before the assessment was administered.

Changes as a Result of Evaluation – Distance Learning

A different lab will be chosen for assessment next year and the benchmark for success and/or the goal for a percent of students rated successful will increase.

Chemistry (CHEM.1405)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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.

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

64 students from 4 sections, representing only the Palestine Campus of TVCC, were assessed for empirical and quantitative reasoning. 100% of students assessed were successful. 100% of enrolled face to face students were assessed for this leap, but 25% of enrolled internet students were unavailable for assessment.

Analysis & Evaluation

Since the goal for a percent of assessed students was to have at least 60% of assessed students rate successful, the goal was exceeded. The percents of enrolled students who were unavailable for assessment were further apart for this leap (0% for face to face enrolled students versus 25% of enrolled internet students). This probably indicates that most of those internet students who were not assessed had dropped the course before the assessment was administered.

Changes as a Result of Evaluation

A different lab will be chosen for assessment next year and the benchmark for success and/or the goal for a percent of students rated successful will increase.

Analysis & Evaluation – Distance Learning

Since the goal for a percent of assessed students was to have at least 60% of assessed students rate successful, the goal was exceeded. The percents of enrolled students who were unavailable for assessment were further apart for this leap (0% for face to face enrolled students versus 25% of enrolled internet students). This probably indicates that most of those internet students who were not assessed had dropped the course before the assessment was administered.

Changes as a Result of Evaluation – Distance Learning

A different lab will be chosen for assessment next year and the benchmark for success and/or the goal for a percent of students rated successful will increase.

Chemistry (CHEM.1405)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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.

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

64 students from 4 sections of Chem 1405, representing only the Palestine Campus of TVCC, were assessed. 92% of face to face students and 100% of internet students were successful at the chosen benchmark. 0% of enrolled face to face students were unavailable for assessment while 25% of enrolled internet students had no assessment.

Analysis & Evaluation

Since the goal was to have at least 60% of students assessed rated as successful, the goal was exceeded. A much higher percent of enrolled internet students than of enrolled face to face students were not assessed (25% versus 0%). This may indicate that many of those internet students had dropped the course before the assessment.

Changes as a Result of Evaluation

A different lab will be chosen for assessment next year and the benchmark for success and/or the goal for a percent of students rated successful will increase.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of students assessed rated as successful, the goal was exceeded. A much higher percent of enrolled internet students than of enrolled face to face students were not assessed (25% versus 0%). This may indicate that many of those internet students had dropped the course before the assessment.

Changes as a Result of Evaluation – Distance Learning

A different lab will be chosen for assessment next year and the benchmark for success and/or the goal for a percent of students rated successful will increase.

Chemistry (CHEM.1406)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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.

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

Communication Skills - To include effective development, interpretation and expression of ideas through written, oral and visual communication COM5 is applicable

Results

Data Summary

No sections of Chem 1406 were offered.

Analysis & Evaluation

No sections of Chem 1406 were offered.

Changes as a Result of Evaluation

No sections of Chem 1406 were offered.

Analysis & Evaluation – Distance Learning

No sections of Chem 1406 were offered.

Changes as a Result of Evaluation – Distance Learning

No sections of Chem 1406 were offered.

Chemistry (CHEM.1406)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

Critical Thinking Skills - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. CT1, CT2, and CT3 are applicable.

Results

Data Summary

No sections of Chem 1406 were offered.

Analysis & Evaluation

No sections of Chem 1406 were offered.

Changes as a Result of Evaluation

No sections of Chem 1406 were offered.

Analysis & Evaluation – Distance Learning

No sections of Chem 1406 were offered.

Changes as a Result of Evaluation – Distance Learning

No sections of Chem 1406 were offered.

Chemistry (CHEM.1406)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

No sections of Chem 1406 were offered.

Analysis & Evaluation

No sections of Chem 1406 were offered.

Changes as a Result of Evaluation

No sections of Chem 1406 were offered.

Analysis & Evaluation – Distance Learning

No sections of Chem 1406 were offered.

Changes as a Result of Evaluation – Distance Learning

No sections of Chem 1406 were offered.

Chemistry (CHEM.1406)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

No sections of Chem 1406 were offered.

Analysis & Evaluation

No sections of Chem 1406 were offered.

Changes as a Result of Evaluation

No sections of Chem 1406 were offered.

Analysis & Evaluation – Distance Learning

No sections of Chem 1406 were offered.

Changes as a Result of Evaluation – Distance Learning

No sections of Chem 1406 were offered.

Chemistry (CHEM.1407)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

Communication Skills - To include effective development, interpretation and expression of ideas through written, oral and visual communication. COM5 is applicable.

Results

Data Summary

No sections of Chem 1406 were offered.

Analysis & Evaluation

No sections of Chem 1406 were offered.

Changes as a Result of Evaluation

No sections of Chem 1406 were offered.

Analysis & Evaluation – Distance Learning

No sections of Chem 1406 were offered.

Changes as a Result of Evaluation – Distance Learning

No sections of Chem 1406 were offered.

Chemistry (CHEM.1407)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

Critical Thinking Skills - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. CT1, CT2, and CT3 are applicable.

Results

Data Summary

No sections of Chem 1406 were offered.

Analysis & Evaluation

No sections of Chem 1406 were offered.

Changes as a Result of Evaluation

No sections of Chem 1406 were offered.

Analysis & Evaluation – Distance Learning

No sections of Chem 1406 were offered.

Changes as a Result of Evaluation – Distance Learning

No sections of Chem 1406 were offered.

Chemistry (CHEM.1407)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

No sections of Chem 1406 were offered.

Analysis & Evaluation

No sections of Chem 1406 were offered.

Changes as a Result of Evaluation

No sections of Chem 1406 were offered.

Analysis & Evaluation – Distance Learning

No sections of Chem 1406 were offered.

Changes as a Result of Evaluation – Distance Learning

No sections of Chem 1406 were offered.

Chemistry (CHEM.1407)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

No sections of Chem 1406 were offered.

Analysis & Evaluation

No sections of Chem 1406 were offered.

Changes as a Result of Evaluation

No sections of Chem 1406 were offered.

Analysis & Evaluation – Distance Learning

No sections of Chem 1406 were offered.

Changes as a Result of Evaluation – Distance Learning

No sections of Chem 1406 were offered.

Chemistry (CHEM.1411)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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.

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

Communication Skills - To include effective development, interpretation and expression of ideas through written, oral and visual communication. COM5 is applicable.

Results

Data Summary

31 students, from 3 sections of Chem 1411, representing 1 campus of TVCC and one high school where TVCC faculty teach Chem 1411, were assessed. 97% of assessed students were successful.

Analysis & Evaluation

Since the goal was to have at least 60% of assessed students rated as successful, the goal was far exceeded. However, the sample was not comprehensive enough since 5 sections went unreported by faculty.

Changes as a Result of Evaluation

Chemistry faculty will choose a different lab experiment and report for assessing this leap next year. They may also increase the benchmark for individual student success and/or the percent goal for students who will be successful. Sections representing all campuses and all internet sections will be reported next year.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 60% of assessed students rated as successful, the goal was far exceeded. However, the sample was not comprehensive enough since 5 sections (including the 2 internet sections) went unreported by faculty.

Changes as a Result of Evaluation – Distance Learning

Chemistry faculty will choose a different lab experiment and report for assessing this leap next year. They may also increase the benchmark for individual student success and/or the percent goal for students who will be successful. Sections representing all campuses and all internet sections will be reported next year.

Chemistry (CHEM.1411)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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.

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

Critical Thinking Skills - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. CT1, CT2, and CT3 are applicable.

Results

Data Summary

31 students, from 3 sections of Chem 1411, representing 1 campus of TVCC and one high school where TVCC faculty teach Chem 1411, were assessed. 100% of assessed students were successful.

Analysis & Evaluation

Since the goal was to have at least 60% of assessed students rated as successful, the goal was far exceeded. However, the sample was not comprehensive enough since 5 sections went unreported by faculty

Changes as a Result of Evaluation

Chemistry faculty will choose a different lab experiment and report for assessing this leap next year. They may also increase the benchmark for individual student success and/or the percent goal for students who will be successful. Sections representing all campuses and all internet sections will be reported next year.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 60% of assessed students rated as successful, the goal was far exceeded. However, the sample was not comprehensive enough since 5 sections (including the 2 internet sections) went unreported by faculty.

Changes as a Result of Evaluation – Distance Learning

Chemistry faculty will choose a different lab experiment and report for assessing this leap next year. They may also increase the benchmark for individual student success and/or the percent goal for students who will be successful. Sections representing all campuses and all internet sections will be reported next year.

Chemistry (CHEM.1411)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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.

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

31 students, from 3 sections of Chem 1411, representing 1 campus of TVCC and one high school where TVCC faculty teach Chem 1411, were assessed. 94% of assessed students were successful.

Analysis & Evaluation

Since the goal was to have at least 60% of assessed students rated as successful, the goal was far exceeded. However, the sample was not comprehensive enough since 5 sections went unreported by faculty.

Changes as a Result of Evaluation

Chemistry faculty will choose a different lab experiment and report for assessing this leap next year. They may also increase the benchmark for individual student success and/or the percent goal for students who will be successful. Sections representing all campuses and all internet sections will be reported next year.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 60% of assessed students rated as successful, the goal was far exceeded. However, the sample was not comprehensive enough since 5 sections (including the 2 internet sections) went unreported by faculty.

Changes as a Result of Evaluation – Distance Learning

Chemistry faculty will choose a different lab experiment and report for assessing this leap next year. They may also increase the benchmark for individual student success and/or the percent goal for students who will be successful. Sections representing all campuses and all internet sections will be reported next year.

Chemistry (CHEM.1411)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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.

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

31 students, from 3 sections of Chem 1411, representing 1 campus of TVCC and one high school where TVCC faculty teach Chem 1411, were assessed. 97% of assessed students were successful.

Analysis & Evaluation

Since the goal was to have at least 60% of assessed students rated as successful, the goal was far exceeded. However, the sample was not comprehensive enough since 5 sections went unreported by faculty

Changes as a Result of Evaluation

Chemistry faculty will choose a different lab experiment and report for assessing this leap next year. They may also increase the benchmark for individual student success and/or the percent goal for students who will be successful. Sections representing all campuses and all internet sections will be reported next year

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 60% of assessed students rated as successful, the goal was far exceeded. However, the sample was not comprehensive enough since 5 sections (including the 2 internet sections) went unreported by faculty

Changes as a Result of Evaluation – Distance Learning

Chemistry faculty will choose a different lab experiment and report for assessing this leap next year. They may also increase the benchmark for individual student success and/or the percent goal for students who will be successful. Sections representing all campuses and all internet sections will be reported next year

Chemistry (CHEM.1412)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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.

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

Communication Skills - To include effective development, interpretation and expression of ideas through written, oral and visual communication. COM5 is applicable.

Results

Data Summary

31 students from the only four sections of Chem 1412, representing two campuses and a high school where Chem 1412 was offered, were assessed for communication. 90% were successful.

Analysis & Evaluation

Since the goal was to have at least 60% of assessed students rated as successful, the goal was exceeded.

Changes as a Result of Evaluation

The chemistry department will use a different lab in the assessment next year and the benchmark for success and/or the percent goal for successful students will be increased.

Analysis & Evaluation – Distance Learning

No distance learning section of Chem 1412 was offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning section of Chem 1412 was offered

Chemistry (CHEM.1412)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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.

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

Critical Thinking Skills - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. CT1, CT2, and CT3 are applicable.

Results

Data Summary

31 students from all 4 sections of Chem 1412 offered, representing two campuses of TVCC and a high school where Chem 1412 was offered, were assessed. 87% were successful.

Analysis & Evaluation

Since the goal was to have at least 60% of assessed students rated as successful, the goal was exceeded.

Changes as a Result of Evaluation

The chemistry department will use a different lab in the assessment of critical thinking next year and the benchmark for success and/or the percent goal for successful students will be increased.

Analysis & Evaluation – Distance Learning

No distance learning sections of Chem 1412 were offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning sections of Chem 1412 were offered

Chemistry (CHEM.1412)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

31 students from all 4 sections of Chem 1412 offered, representing two campuses of TVCC and a high school where Chem 1412 was offered by TVCC, were assessed. 81% were successful at mathematical reasoning.

Analysis & Evaluation

Since the goal was to have at least 60% of the students assessed rated as successful, the goal was exceeded.

Changes as a Result of Evaluation

Chemistry faculty will use a different lab experiment and report to assess this leap next year and the benchmark for success and/or the goal percent for successful students will increase.

Analysis & Evaluation – Distance Learning

No distance learning sections of Chem 1412 were offered

Changes as a Result of Evaluation – Distance Learning

No distance learning sections of Chem 1412 were offered

Chemistry (CHEM.1412)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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.

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

31 students from all 4 sections of Chem 1412, representing 2 campuses of TVCC and a high school where Chem 1412 is offered by TVCC, were assessed for teamwork. 100% of assessed students were successful.

Analysis & Evaluation

Since the goal was to have at least 60% of assessed students rated successful, the goal was exceeded.

Changes as a Result of Evaluation

Chemistry faculty will use a different lab experiment and report to assess this leap next year and the benchmark for success and/or the goal percent for successful students will increase.

Analysis & Evaluation – Distance Learning

No distance learning sections of Chem 1412 were offered

Changes as a Result of Evaluation – Distance Learning

No distance learning sections of Chem 1412 were offered

Chemistry (CHEM.2423)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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.

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

Communication Skills - To include effective development, interpretation and expression of ideas through written, oral and visual communication. COM5 is applicable.

Results

Data Summary

8 students from the only section of Chem 2423 offered at TVCC were assessed. 88% were successful in communication.

Analysis & Evaluation

Since the goal was to have at least 60% of assessed students rated as successful, the goal was exceeded.

Changes as a Result of Evaluation

Chemistry faculty will select a different lab experiment and report to assess next year. They may also raise the benchmark for success and/or the goal percent for student success.

Analysis & Evaluation – Distance Learning

No distance learning section of Chem 2423 was offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning section of Chem 2423 are planned for next year.

Chemistry (CHEM.2423)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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.

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

Critical Thinking Skills - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. CT1, CT2, and CT3 are applicable.

Results

Data Summary

8 students from the only section of Chem 2423 offered by TVCC were assessed. 63% were successful.

Analysis & Evaluation

Since the goal was to have 60% of assessed students rated as successful, the goal was met. The number of students enrolled in this advanced class is small, but having 3 of 8 assessed students fail to meet the benchmark for critical thinking is disappointing.

Changes as a Result of Evaluation

Increased emphasis will be placed on critical thinking skills in Organic Chemistry - including selecting correct methods for synthesizing and identifying organic chemicals. Chemistry faculty will select a different lab experiment and report to assess critical thinking next year. They do not intend to lower the benchmark for individual success or the goal percent for student success.

Analysis & Evaluation – Distance Learning

No distance learning section of Chem 2423 was offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning section of Chem 2423 are planned for next year.

Chemistry (CHEM.2423)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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.

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

8 students from the only section of Chem 2423 offered by TVCC were assessed for empirical and quantitative reasoning. 88% were successful.

Analysis & Evaluation

Since the goal was to have at least 60% of assessed student rated successful, the goal was exceeded.

Changes as a Result of Evaluation

Chemistry faculty will change the lab experiment and report to be assessed next year. They may also set a higher benchmark for success and/or raise the goal percent for success.

Analysis & Evaluation – Distance Learning

No distance learning section of Chem 2423 was offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning section of Chem 2423 are planned for next year.

Chemistry (CHEM.2423)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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.

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

8 students from the only section of Chem 2423 offered at TVCC, were assessed. 88% were successful.

Analysis & Evaluation

Since the goal was to have at least 60% of assessed students rated successful, the goal was exceeded.

Changes as a Result of Evaluation

Chemistry faculty will change the lab experiment and report to be assessed next year. They may also set a higher benchmark for success and/or raise the goal percent for success.

Analysis & Evaluation – Distance Learning

No distance learning section of Chem 2423 was offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning section of Chem 2423 are planned for next year.

Chemistry (CHEM.2425)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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.

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

Communication Skills - To include effective development, interpretation and expression of ideas through written, oral and visual communication. COM5 is applicable.

Results

Data Summary

7 students from the only section of Chem 2425 were assessed for communication. All enrolled students were successful.

Analysis & Evaluation

Since the goal was to have at least 60% of students assessed rated as successful, the goal was exceeded.

Changes as a Result of Evaluation

Chemistry faculty will change the lab experiment and report to be assessed next year. They may also set a higher benchmark for success and/or raise the goal percent for success.

Analysis & Evaluation – Distance Learning

No distance learning section of Chem 2425 was offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning section of Chem 2425 is planned for next year.

Chemistry (CHEM.2425)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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.

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

Critical Thinking Skills - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. CT1, CT2, and CT3 are applicable.

Results

Data Summary

7 students from the only section of Chem 2425 were assessed for critical thinking. All enrolled students were successful.

Analysis & Evaluation

Since the goal was to have at least 60% of students assessed rated as successful, the goal was exceeded.

Changes as a Result of Evaluation

Chemistry faculty will change the lab experiment and report to be assessed next year. They may also set a higher benchmark for success and/or raise the goal percent for success.

Analysis & Evaluation – Distance Learning

No distance learning section of Chem 2425 was offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning section of Chem 2425 is planned for next year.

Chemistry (CHEM.2425)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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.

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

7 students from the only sections of Chem 2425 offered at TVCC were assessed for empirical and quantitative reasoning. All enrolled students were successful.

Analysis & Evaluation

Since the goal was to have at least 60% of assessed students rated as successful, the goal was exceeded.

Changes as a Result of Evaluation

Chemistry faculty will change the lab experiment and report to be assessed next year. They may also set a higher benchmark for success and/or raise the goal percent for success.

Analysis & Evaluation – Distance Learning

No distance learning section of Chem 2425 was offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning section of Chem 2425 is planned for next year.

Chemistry (CHEM.2425)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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.

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

7 students from the only section of Chem 2425 offered at TVCC were assessed for teamwork. All enrolled students were successful.

Analysis & Evaluation

Since the goal was to have at least 60% of assessed students rated as successful, the goal was exceeded.

Changes as a Result of Evaluation

Chemistry faculty will change the lab experiment and report to be assessed next year. They may also set a higher benchmark for success and/or raise the goal percent for success.

Analysis & Evaluation – Distance Learning

No distance learning section of Chem 2425 was offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning section of Chem 2425 is planned for next year.

Communications

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X				
Technology	Life and Physical Science	Reading Comprehension			
X					

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.

Implementation 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.

Assessment 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.

Criterion (Expected Outcome)

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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

Students will be required to read as part of researching their stories. This type of reading may also require using critical thinking skills as they determine what information would work best in their stories and how to incorporate it most effectively. Additionally, becoming more knowledgeable of current events and campus events will motivate students to become more involved in the activities and events, enhancing their morale, dedication to success, and rate of retention.

Relationship to General Education Outcomes

Critical Thinking: Students will be required to think creatively by using research, including audience analysis, to analyze the appropriateness and effectiveness of a topic and resource materials. 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 and visual communication as they write and present their stories in a digital format.
Computer Science: Students will have to research, write, edit, and produce a digital article; all of these will require the student to access and effective utilize technology.

Results

Data Summary

Analysis & Evaluation

A total of seven (out of ten, or 70%) students actually produced at least five stories or projects that were of adequate quality to be published in the TVCC News-Journal. Although only seven students published stories or projects, 90% effectively applied critical thinking skills to appropriately analyze a topic and evaluate resource materials. Ninety percent achieved adequate quality of expression through written and/or visual communication. Ninety percent effectively accessed and utilized technology to produce a story or project.

Changes as a Result of Evaluation

Next year, students will be required to add photographic slide shows, and audio and video elements to all of their stories that are posted on the News-Journal's website. Also, an electronic version of the newspaper will be delivered using Constant Contact.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Communications

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X				
Technology	Life and Physical Science	Reading Comprehension			
X					

Outcome Description

Students will demonstrate the ability to apply technologies in audio and video production to produce quality multimedia projects.

Implementation 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.

Assessment 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.

Criterion (Expected Outcome)

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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading Only

Students will be required to read as part of researching their projects. This type of reading may also require using critical thinking skills as they determine what information would work best in their stories and how to incorporate it most effectively. Additionally, becoming more knowledgeable of current events and campus events will motivate students to become more involved in the activities and events, enhancing their morale, dedication to success, and rate of retention.

Relationship to General Education Outcomes

Reading-- Students will be required to conduct research on their respective topics of study in order to thoroughly understand the topic and respond thoughtfully. This research will require them to read various types of materials that are written for various audiences and purposes. Critical Thinking: Students will be required to think creatively by using research, including audience analysis, to analyze the appropriateness and effectiveness of a topic and resource materials. They must synthesize the data in order to draw conclusions and make choices. Computer Science: Students will have to research, write, edit, and produce a digital article; all of these will require the student to access and effectively utilize technology.

Results

Data Summary

Seventy-five percent of students achieved the quality of research to understand and respond thoughtfully. This same 75% also effectively applied critical thinking skills to appropriately analyze a topic and evaluate resource materials. Also, 75% effectively accessed and utilized technology to produce assignments.

Analysis & Evaluation

N/A

Changes as a Result of Evaluation

Students will work more with other social media platforms like Periscope and SnapChat. A better way to connect all of the News-Journal's social media websites to the digital newspaper will be researched and applied.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Developmental Integrated Reading and Writing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Reading students will demonstrate that they can find the main idea in a paragraph or longer passage.

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 around locating the main ideas in paragraphs and longer materials. A pre test will be given during the first week of classes. Results will be handed to each student so they can see where they are weak in reading skills.

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.

Criterion (Expected Outcome)

At least 60% of all the reading students will improve scores on the post test when compared to the pretest.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

Enhancing reading comprehension through engagement. Students will interact in the teacher and other students during class sessions when problem solving tasks arise, such as finding the main idea. They will at times work in groups on classwork. They will read aloud in class to the entire class. In this manner they are engaged with the teacher as well as the other students.

Relationship to General Education Outcomes

Reading comprehension is the foundation for all subsequent courses.

Results

Data Summary

Of the 111 students in these courses, 100 were assessed. Of these, 72% were successful, meaning that we met the goal. Students will be able to recognize the major and minor details in a paragraph or longer passage.

LEAP	Faculty Name	Course	section number	delivery	enrolled	assessed	Successful	unsuccessful	passed TSI	Withdrawn	no data
	Glenna Russell	INRW 0310	1172	lecture	9	9	6	3	0		9
	Glenna Russell	INRW 0320	3050	lecture	27	27	23	4	0		27
	Kristi Cornelius	INRW.0320	0.12	in class	18	18	10	8			18
	Angela Woodard	INRW 0310	3547	lecture	1	1	1				1
	Angela Woodard	INRW 0310	3546	lecture	1	1	1				1
	Angela Woodard	INRW 0320	3548	lecture	9	9	4	5			9
	Angela Woodard	INRW 0320	3549	lecture	6	6	4	2			6
	Angie Gordon	INRW 0320	0.03	Face to Face	13	11	6	5	0	2	13
	Angie Gordon	INRW 0320	0.03	Face to Face	20	15	14	1	0	5	20
	Angie Gordon	INRW 0320	0.14	TDCJ	3	2	2	0	0	1	3
	Angie Gordon	INRW 0320	0.15	TDCJ	4	2	2	0	1	1	4
Totals:					111	101	73	28		1	111
						91%	72%	28%	0%	1%	8%

Analysis & Evaluation

With a 72% success rate, we more than met our goal. We feel that the method of assessment can be enhanced however by using a more streamlined and consistent document. Individual final exams vary too much.

Changes as a Result of Evaluation

The students were very successful on this task, we feel that the only change needed will be to make a more uniform measure. Individual final exams varied widely in the type of content that was used to measure this goal.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

We would like to see more faculty teaching these course, but overall are very satisfied with our results.

Developmental Integrated Reading and Writing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will be able to recognize the major and minor details in a paragraph or longer passage

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 around locating the main ideas in paragraphs and longer materials. A pre test will be given during the first week of classes. Results will be handed to each student so they can see where they are weak in reading skills.

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.

Criterion (Expected Outcome)

At least 60% of the students will be able to recognize the supporting details in a paragraph or longer passage.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

Enhancing reading comprehension through engagement. Students will interact in the teacher and other students during class sessions when problem solving tasks arise, such as finding the supporting details. They will at times work in groups on classwork. They will read aloud in class to the entire class. In this manner they are engaged with the teacher as well as the other students

Relationship to General Education Outcomes

To improve reading skills focused on comprehending, analyzing, interpreting, and evaluating printed materials.

Results

Data Summary

In face to face classes, out of 111 students, 101 were assessed. 73 were marked as successful. In online classes, out of 34 students, 23 were assessed. 15 of these were marked as successful. Students will be able to recognize the major and minor details in a paragraph or longer passage.

LEAP	Faculty Name	Course	section number	delivery	enrolled	assessed	Successful	unsuccessful	passed TSI	Withdrawn	no data	
	Glenna Russell	INRW 0310	1172.00	lecture	9	9	6	3		0	9	
	Glenna Russell	INRW 0320	3050.00	lecture	27	27	23	4		0	27	
	Kristi Cornelius	INRW 0320	0.12	in class	18	18	10	8			18	
	Angela Woodard	INRW 0310	3547.00	lecture	1	1	1				1	
	Angela Woodard	INRW 0310	3546.00	lecture	1	1	1				1	
	Angela Woodard	INRW 0320	3548.00	lecture	9	9	4	5			9	
	Angela Woodard	INRW 0320	3549.00	lecture	6	6	4	2			6	
	Angie Gordon	INRW 0320	0.03	Face to Face	13	11	6	5	0	2	13	
	Angie Gordon	INRW 0320	0.03	Face to Face	20	15	14	1	0	5	20	
	Angie Gordon	INRW 0320	0.14	TDCJ	3	2	2	0	0	1	3	
	Angie Gordon	INRW 0320	0.15	TDCJ	4	2	2	0	1	1	4	
Totals:					111	101	73	28		1	9	111
						91%	72%	28%	0%	1%	8%	
LEAP:	Faculty Name:	Course:	section number	delivery:	enrolled:	assessed:	Successful:	unsuccessful:	passed TSI	Withdrawn:	no data:	
	Glenna Russell	INRW 0310	3193.00	online	8	7	2	5		1	8	
	Glenna Russell	INRW 0320	3062.00	online	20	16	13	3		0	20	
	Angie Gordon	INRW 0320	0.31	Online	6	0	0	0		0	6	
Totals:					34	23	15	8	0	1	10	34
						68%	65%	35%	0%	3%	29%	

Analysis & Evaluation

The faculty feels that our students had a very good understanding of this task. Measuring the successes from the final exam was a new method for us, but seemed to be very successful.

Changes as a Result of Evaluation

The students were very successful on this task, we feel that the only change needed will be to make a more uniform measure. Individual final exams varied widely in the type of content that was used to measure this goal.

Analysis & Evaluation – Distance Learning

These students had a lower success rate than face to face classes. We feel that the much of this was due to the fact that the data was coming from only one instructor, coupled with the fact that most of these students were non tradition returning adult students.

Changes as a Result of Evaluation – Distance Learning

We would like to see more faculty teaching these course, but overall are very satisfied with our results.

Developmental Integrated Reading and Writing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Reading students will improve their overall comprehension scores in all areas of the six skills taught during this semester.

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 around locating the main ideas in paragraphs and longer materials. A pre test will be given during the first week of classes. Results will be handed to each student so they can see where they are weak in reading skills

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

Criterion (Expected Outcome)

70% of the reading students will improve their overall reading comprehension.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

Enhancing reading comprehension through engagement. Students will interact in the teacher and other students during class sessions when problem solving tasks arise, such as finding the main idea. They will at times work in groups on classwork. They will read aloud in class to the entire class. In this manner they are engaged with the teacher as well as the other students.

Relationship to General Education Outcomes

To improve reading skills focused on comprehending, analyzing, interpreting, and evaluating printed materials

Results

Data Summary

This outcome was omitted because of the Integration of Reading and Writing courses.

Analysis & Evaluation

This outcome was omitted because of the Integration of Reading and Writing courses.

Changes as a Result of Evaluation

This outcome was omitted because of the Integration of Reading and Writing courses.

Analysis & Evaluation – Distance Learning

This outcome was omitted because of the Integration of Reading and Writing courses.

Changes as a Result of Evaluation – Distance Learning

This outcome was omitted because of the Integration of Reading and Writing courses.

Developmental Integrated Reading and Writing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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.

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, students portfolios, newspaper articles, and THEA practice material. Students will incorporate these ideas through essay writing and receive weekly feedback from the instructor before the next essay is composed.

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 post test and receive a score of three or better (1-4) on the Competency Exam administered to all students of Developmental 03.00 and 0301 at the completion of the course. The score is determined by holistic grading using the writing rubric (see below)

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?

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

Developmental students will be engaged in appropriate writing techniques that will demonstrate clear and effective expression through formal writing. Students will choose teacher generated topics to formulate essays

Relationship to 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.

Results

Data Summary

This outcome was omitted because of the Integration of Reading and Writing courses.

Analysis & Evaluation

This outcome was omitted because of the Integration of Reading and Writing courses.

Changes as a Result of Evaluation

This outcome was omitted because of the Integration of Reading and Writing courses.

Analysis & Evaluation – Distance Learning

This outcome was omitted because of the Integration of Reading and Writing course.

Changes as a Result of Evaluation – Distance Learning

This outcome was omitted because of the Integration of Reading and Writing course.

Developmental Integrated Reading and Writing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will learn the elements of good paragraph formation and will effectively structure a multi-paragraph essay for a specific purpose and audience.

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

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?

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?

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

Developmental students will be engaged in appropriate writing techniques that will demonstrate clear and effective expression through formal writing.

Relationship to 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 practice.

Results

Data Summary

In face to face classes, out of 111 students, 94 were assessed. 71 were marked as successful. In online classes, out of 34 students, 17 were assessed. 16 of these were marked as successful. Students will learn the elements of good paragraph formation, and will effectively structure a multi-paragraph essay for a specific purpose and audience.

LEAP:	Faculty Name:	Course:	section number	delivery:	enrolled:	assessed:	Successful:	unsuccessful:	passed TSI	Withdrawn:	no data:	totals:
	Glenna Russell	INRW 0310	1172.00	lecture	9	4	3	1		0	5	9
	Glenna Russell	INRW 0320	3050.00	lecture	27	25	24	1		0	2	27
	Kristi Cornelius	INRW.0320	0.12	in class	18	18	10	8				18
	Angela Woodard	INRW 0310	3547.00	lecture	1	1	1					
	Angela Woodard	INRW 0310	3546.00	lecture	1	1	1					
	Angela Woodard	INRW 0320	3548.00	lecture	9	9	4	5				
	Angela Woodard	INRW 0320	3549.00	lecture	6	6	4	2				
	Angie Gordon	INRW 0320	0.03	Face to Face	13	11	6	5		0	2	13
	Angie Gordon	INRW 0320	0.03	Face to Face	20	15	14	1		0	5	20
	Angie Gordon	INRW 0320	0.14	TDCJ	3	2	2	0		0	1	3
	Angie Gordon	INRW 0320	0.15	TDCJ	4	2	2	0		1	1	4
Totals:					111	94	71	23	0	1	16	111
						85%	76%	24%	0%	1%	14%	

Analysis & Evaluation

The faculty feels that our students had a very good understanding of this task. Measuring the successes from the final exam was a new method for us, but seemed to be very successful.

Changes as a Result of Evaluation

The students were very successful on this task, we feel that the only change needed will be to make a more uniform measure. Individual final exams varied widely in the type of content that was used to measure this goal.

Analysis & Evaluation – Distance Learning

These students had a higher success rate than face to face classes. We feel that the much of this was due to the fact that the data was coming from only one instructor, coupled with the fact that most of these students were non tradition returning adult students

Changes as a Result of Evaluation – Distance Learning

We would like to see more faculty teaching these course, but overall are very satisfied with our results.

Developmental Integrated Reading and Writing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will demonstrate that they can find the main idea in a paragraph or longer passage.

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 around locating the main ideas in paragraphs and longer materials. A pre test will be given during the first week of classes. Results will be handed to each student so they can see where they are weak in reading skills.

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.

Criterion (Expected Outcome)

At least 60% of all the reading students will improve scores on the post test when compared to the pretest.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

Enhancing reading comprehension through engagement. Students will interact in the teacher and other students during class sessions when problem solving tasks arise, such as finding the main idea. They will at times work in groups on classwork. They will read aloud in class to the entire class. In this manner they are engaged with the teacher as well as the other students.

Relationship to General Education Outcomes

Reading comprehension is the foundation for all subsequent courses.

Results

Data Summary

This outcome was omitted because of the Integration of Reading and Writing course.

Analysis & Evaluation

This outcome was omitted because of the Integration of Reading and Writing course.

Changes as a Result of Evaluation

This outcome was omitted because of the Integration of Reading and Writing course.

Analysis & Evaluation – Distance Learning

This outcome was omitted because of the Integration of Reading and Writing course.

Changes as a Result of Evaluation – Distance Learning

This outcome was omitted because of the Integration of Reading and Writing course.

Developmental Integrated Reading and Writing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will be able to recognize the major and minor details in a paragraph or longer passage

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 around locating the main ideas in paragraphs and longer materials. A pre test will be given during the first week of classes. Results will be handed to each student so they can see where they are weak in reading skills.

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.

Criterion (Expected Outcome)

At least 60% of the students will be able to recognize the supporting details in a paragraph or longer passage.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

Enhancing reading comprehension through engagement. Students will interact in the teacher and other students during class sessions when problem solving tasks arise, such as finding the supporting details. They will at times work in groups on classwork. They will read aloud in class to the entire class. In this manner they are engaged with the teacher as well as the other students

Relationship to General Education Outcomes

To improve reading skills focused on comprehending, analyzing, interpreting, and evaluating printed materials.

Results

Data Summary

This outcome was omitted because of the Integration of Reading and Writing course

Analysis & Evaluation

This outcome was omitted because of the Integration of Reading and Writing course

Changes as a Result of Evaluation

This outcome was omitted because of the Integration of Reading and Writing course

Analysis & Evaluation – Distance Learning

This outcome was omitted because of the Integration of Reading and Writing course

Changes as a Result of Evaluation – Distance Learning

This outcome was omitted because of the Integration of Reading and Writing course

Developmental Integrated Reading and Writing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Reading students will improve their overall comprehension scores in all areas of the six skills taught during this semester.

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 around locating the main ideas in paragraphs and longer materials. A pre test will be given during the first week of classes. Results will be handed to each student so they can see where they are weak in reading skills

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

Criterion (Expected Outcome)

70% of the reading students will improve their overall reading comprehension

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

Enhancing reading comprehension through engagement. Students will interact in the teacher and other students during class sessions when problem solving tasks arise, such as finding the main idea. They will at times work in groups on classwork. They will read aloud in class to the entire class. In this manner they are engaged with the teacher as well as the other students.

Relationship to General Education Outcomes

To improve reading skills focused on comprehending, analyzing, interpreting, and evaluating printed materials

Results

Data Summary

This outcome was omitted because of the Integration of Reading and Writing course

Analysis & Evaluation

This outcome was omitted because of the Integration of Reading and Writing course

Changes as a Result of Evaluation

This outcome was omitted because of the Integration of Reading and Writing course

Analysis & Evaluation – Distance Learning

This outcome was omitted because of the Integration of Reading and Writing course

Changes as a Result of Evaluation – Distance Learning

This outcome was omitted because of the Integration of Reading and Writing course

Developmental Integrated Reading and Writing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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.

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, students portfolios, newspaper articles, and THEA practice material. Students will incorporate these ideas through essay writing and receive weekly feedback from the instructor before the next essay is composed.

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 post test and receive a score of three or better (1-4) on the Competency Exam administered to all students of Developmental 03.00 and 0301 at the completion of the course. The score is determined by holistic grading using the writing rubric (see below)

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?

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

Developmental students will be engaged in appropriate writing techniques that will demonstrate clear and effective expression through formal writing. Students will choose teacher generated topics to formulate essays

Relationship to 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.

Results

Data Summary

This outcome was omitted because of the Integration of Reading and Writing course

Analysis & Evaluation

This outcome was omitted because of the Integration of Reading and Writing course

Changes as a Result of Evaluation

This outcome was omitted because of the Integration of Reading and Writing course

Analysis & Evaluation – Distance Learning

This outcome was omitted because of the Integration of Reading and Writing course

Changes as a Result of Evaluation – Distance Learning

This outcome was omitted because of the Integration of Reading and Writing course

Developmental Integrated Reading and Writing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

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

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).

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).

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 writers voice and tone consistently sustain the readers 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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

Developmental students will be engaged in appropriate writing techniques that will demonstrate clear and effective expression through formal writing.

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.

Results

Data Summary

This outcome was omitted because of the Integration of Reading and Writing course

Analysis & Evaluation

This outcome was omitted because of the Integration of Reading and Writing course

Changes as a Result of Evaluation

This outcome was omitted because of the Integration of Reading and Writing course

Analysis & Evaluation – Distance Learning

This outcome was omitted because of the Integration of Reading and Writing course

Changes as a Result of Evaluation – Distance Learning

This outcome was omitted because of the Integration of Reading and Writing course

Developmental Integrated Reading and Writing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

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.

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

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?

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?

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

Developmental students will be engaged in appropriate writing techniques that will demonstrate clear and effective expression through formal writing.

Relationship to 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

Results

Data Summary

This outcome was omitted because of the Integration of Reading and Writing course

Analysis & Evaluation

This outcome was omitted because of the Integration of Reading and Writing course

Changes as a Result of Evaluation

This outcome was omitted because of the Integration of Reading and Writing course

Analysis & Evaluation – Distance Learning

This outcome was omitted because of the Integration of Reading and Writing course

Changes as a Result of Evaluation – Distance Learning

This outcome was omitted because of the Integration of Reading and Writing course

Developmental Math

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Developmental Math 2 (Devl 0309) students will demonstrate their ability to successfully solve linear equations.

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.

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.

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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Linear equations are basic to all other algebra skills and many other science and mathematics skills. Students will be able to engage in many other topics if they learn this basic skill.

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.

Results

Data Summary

In face to face classes, out of 379 students, 136 were assessed. 85 were marked as successful. In online classes, out of 77 students, 14 were assessed. 9 of these were marked as successful. Both of these fell below our goal of 70%. LEAP:Faculty Name:Course:section

Developmental Math

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X	X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Intermediate Algebra (Devl 0310) students will demonstrate their ability to solve quadratic equations by factoring methods.

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.

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.

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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

In order for students to be able to be engaged in many science and mathematics topics in credit classes, students must learn to be successful on this topic

Relationship to General Education Outcomes

GENERAL ED - 5.3--To understand mathematical information and utilize mathematical skills. This is a basic mathematical skill.

Results

Data Summary

In face to face classes, out of 242 students, 107 were assessed. 89 were marked as successful. In online classes, out of 50 students, 11 were assessed. 5 of these were marked as successful. Overall we met our goal of 70%, but this was because the face to face numbers were so high.

Faculty Name:	Course:	section number	delivery:	enrolled:	assessed:	Successful:	unsuccessful:	passed TSI	Withdrawn:	no data:	F for non-attendance	
Stelian Munteanu	0310	0280	face to face	24	12	7	5		1	8	3	24
Stelian Munteanu	0310	1489	long distance	8	6	6				2		8
Russell Self	0310	3403	TDC	22	8	8			5	9		22
Russell Self	0310	0278	face to face	24	5	5				9	10	24
Susan Harder	Devl 0310	1190	TTH 9:25	14	8	6	2	0	0	3	3	14
Jennifer King	Devl 0310	2018	W 6:00	21	11	10	1	0	2	7	1	21
Jennifer King	Devl 0310	3013	MW 9:25	24	12	10	2	0	2	9	1	24
Jennifer King	Devl 0310	3327	MW 10:50	21	15	15	0	0	0	3	3	21
Jan Bedford	Devl 0310	3638	TTH 12:15	15	8	7	1	2	0	3	2	15
Jan Bedford	Devl 0310	3020	TTH 10:50	14	7	6	1	0	1	4	2	14
David Peddy	I. Alg 0310	1901	F-F	25	6	5	1	0	1	14	4	25
David Peddy	I. Alg 0310	284	F-F	15	3	2	1	0	0	10	2	15
Jason A. Zaklan	DEV 0310	29888	f2f	15	6	2	4	0	0	9	0	15
				242	107	89	18	2	12	90	31	242
					44%	83%	17%	1%	5%	37%	13%	100%
Kristin Spizzirri	Devl 0310	2311	online	25	10	5	5	0	2	5	8	25
Lisa Clark	DEVL 0310	0.3466	Online	25	1	0	1	1	1	17	5	25
				50	11	5	6	1	3	22	13	50
						45%	55%	2%	6%	44%	26%	1.78
				292	118	94	24	3	15	112	44	292
					40%	80%	20%	1%	5%	38%	15%	100%

Analysis & Evaluation

We were very happy about our results in this crucial topic. No student can move forward into College Algebra without performing this skill. We were less delighted about distance, but are examining ways to close this gap.

Changes as a Result of Evaluation

We will continue to stress factoring as a critical skill, which leads to much improved success rates.

Analysis & Evaluation – Distance Learning

Our evaluation clearly shows some gaps in our coverage of this area. We will need to explore ways in which we can stress the importance of this topic to these students.

Changes as a Result of Evaluation – Distance Learning

We will continue to stress factoring as a critical skill, which leads to much improved success rates. We feel that the emphasis has been lost because of the student/faculty interaction. Or lack thereof.

Developmental Math

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X	X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Intermediate Algebra (Devl 0310) students will demonstrate their ability to solve quadratic equations by factoring methods.

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.

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.

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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

In order for students to be able to be engaged in many science and mathematics topics in credit classes, students must learn to be successful on this topic.

Relationship to General Education Outcomes

To understand mathematical information and utilize mathematical skills. This is a basic mathematical skill.

Results

Data Summary

This was an error-repeated outcome from number two.

Analysis & Evaluation

This was an error-repeated outcome from number two.

Changes as a Result of Evaluation

This was an error-repeated outcome from number two.

Analysis & Evaluation – Distance Learning

This was an error-repeated outcome from number two.

Changes as a Result of Evaluation – Distance Learning

This was an error-repeated outcome from number two.

Drama (DRAM.1310)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X		X
Technology	Life and Physical Science	Reading Comprehension			

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 an understanding of the collaborative process to achieve a common goal, and justify their thoughts and opinions on a performance using specific examples to illustrate their points and defend their arguments.

Implementation 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.

Assessment Method

Assessment methods include three basic tools: 1) observation of performances; 2) presentation of a performance; and 3) standardized testing. The following items will be utilized to assess students' success: 1) Two performance critiques 2) Class attendance and participation 3) Midterm and final exams The performance critique will be used to assess critical thinking, social responsibility, and communication. Critical thinking skills are needed to critically analyze the performance and provide bases for their opinions, it would be a fulfillment of a social responsibility to participate in a social event such as attending a public performance of some kind and participate as an effective audience member, and the written critique would provide assessment of communication skills. Additionally, working on an assignment in class as a group would enable an assessment to be conducted of their ability to perform effectively as a member of a group to achieve a specific purpose.

Criterion (Expected Outcome)

Ninety percent of students who complete the course will attend at least one theatrical performance, 70% of those who submit an analysis will score at least 75% of the possible points on a rubric that assesses the quality of their analysis and support for their opinions, and 75% of those who submit an analysis will score at least 75% of the possible points on a rubric that assesses their communication skills, based on effective writing criteria.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

Students will be required to conduct research on their respective topics of study in order to thoroughly understand the topic and respond thoughtfully. This research will require them to read various types of materials that are written for various audiences and purposes. Additionally, faculty hopes that facilitating students' participation in an activity outside of the scope of the traditional classroom setting will motivate students to respond positively to the learning experience and be engaged to pursue other similar experiences.

Relationship to General Education Outcomes

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.
Communication: Students will be expected to effectively development, interpret, and express their ideas through written communication in their critique.
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.
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.

Results

Data Summary

Students enrolled in DRAM 1310, face-to-face sections, who submitted a performance critique revealed their success in mastering acceptable performance in communication, critical thinking and teamwork, with 98%, 98%, and 86%, respectively, reaching the goal. Only 68% of the students attained an acceptable mastery of social responsibility, however, as they worked in class on a group assignment. In the distance sections, students actually performed at a high rate as well, with 100% attaining the social responsibility expectation, 89% applying communication skills, 93% revealing critical thinking skills, and 96% participating effectively in teamwork.

Analysis & Evaluation

The activities and expectations outlined in the critique appears to engage students and enable them to apply the communication, critical thinking and teamwork instruction. There is some work to be done on the teamwork aspect of the outcome in the face-to-face sections.

Changes as a Result of Evaluation

In both the face-to-face and distance courses, the instructors expressed a desire to develop more specific outlines to enable students to better understand the specific criteria that are expected.

Analysis & Evaluation – Distance Learning

The distance students performed better than expected, and the results are satisfying. This has come, though, through many semesters of trial and error in making the course intuitive, informative, and clear.

Changes as a Result of Evaluation – Distance Learning

In both the face-to-face and distance courses, the instructors expressed a desire to develop more specific outlines to enable students to better understand the specific criteria that are expected.

Drama (DRAM.2366)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will be able to describe the film industry as an art form and a creative expression

Implementation 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.

Assessment 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

Criterion (Expected Outcome)

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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading Only

Students will be required to conduct research on their respective topics of study in order to thoroughly understand the topic and respond thoughtfully. This research will require them to read various types of materials that are written for various audiences and purposes.

Relationship to General Education Outcomes

Results

Data Summary

Students enrolled in DRAM 2366, in completing a written critique, revealed a high level of success. Ninety percent of students in the face-to-face section achieved the points necessary to deem them successful with this outcome; 81% of students in the distance learning section were successful.

Analysis & Evaluation

There are limited offerings of DRAM 2366 (two face-to-face sections and one distance learning section), so few students are represented. However, overall, students were successful in all outcomes

Changes as a Result of Evaluation

The instructor wants to develop a structured outline of topics to be covered by the assignment in order to clarify his expectations.

Analysis & Evaluation – Distance Learning

There are limited offerings of DRAM 2366 (two face-to-face sections and one distance learning section), so few students are represented. However, overall, students were successful in all outcomes. This was particularly so for the distance learning students. The instructor has worked to develop a course that is engaging and informative for these students.

Changes as a Result of Evaluation – Distance Learning

The instructor wants to develop a structured outline of topics to be covered by the assignment in order to clarify his expectations.

Drama (DRAM.2366)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will be able to demonstrate teamwork strategies and effective team participation.

Implementation Strategy

Through class discussion, individual research, and group viewings of relevant films, students will explore the contributions of contemporary filmmakers to the film industry.

Assessment Method

Students will work in groups of two to four and will conduct a social/comparative analysis of a film director's work.

Criterion (Expected Outcome)

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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

Teamwork- Students must be able to consider different points of view and perspectives 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 performance.

Results

Data Summary

Both face-to-face and distance learning students were successful in meeting the requirements of effective teamwork; 90% of face-to-face students and 93% of distance learning students met the criteria of effective participation

Analysis & Evaluation

Students were, apparently, engaged with the assignment to conduct a comparative analysis of a film director, and they collaborated effectively to complete the assignment as directed.

Changes as a Result of Evaluation

The instructor will devote more class time for the teamwork assignment.

Analysis & Evaluation – Distance Learning

Students were, apparently, engaged with the assignment to conduct a comparative analysis of a film director, and they collaborated effectively to complete the assignment as directed. The instructor provided an adequate outline of expectations, and the distance learning students participated at high numbers.

Changes as a Result of Evaluation – Distance Learning

The instructor will perform the selection of groups earlier in the semester to allow more time for them to complete the teamwork assignment.

Drama (DRAM.2366)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
			X		
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will be able to define the major social, cultural, technological, and economic considerations in the development of the film medium.

Implementation 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.

Assessment Method

Students' critiques of films will be assessed using a rubric.

Criterion (Expected Outcome)

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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

Social responsibility: Students will be required to describe societal and cultural shifts, technical innovation, and economic considerations of a film.

Results

Data Summary

Students in DRAM 2366 were able to successfully define major social, cultural, technological, and economic considerations in the development of film; 93% of face-to-face students and 89% of distance learning students met the criteria for mastery for this outcome.

Analysis & Evaluation

The instructor was successful in describing the importance of the various elements involved in the development of a film, and students were able to define and describe these elements with sufficient understanding.

Changes as a Result of Evaluation

The instructor will create a worksheet of topics to be discussed for each film in order to model what should be included in the critique. This will enhance understanding and reduce confusion for students.

Analysis & Evaluation – Distance Learning

The instructor was successful in describing the importance of the various elements involved in the development of a film, and students were able to define and describe these elements with sufficient understanding.

Changes as a Result of Evaluation – Distance Learning

The instructor will create a worksheet of topics to be discussed for each film in order to model what should be included in the critique. This will enhance understanding and reduce confusion for students.

Drama (DRAM.2366)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will be able to define criteria for judging a film's effectiveness.

Implementation 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.

Assessment 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.

Criterion (Expected Outcome)

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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

Overall, students enrolled in DRAM 2366 were less successful in mastering the critical thinking outcome, but, overall, performed satisfactorily. Eighty-three percent of face-to-face students and 85% of distance learning students met the criteria for mastery.

Analysis & Evaluation

Critical thinking skills are sometimes difficult for students to incorporate in an effective way, so it is not surprising that this skill saw a bit lower rate of mastery.

Changes as a Result of Evaluation

The instructor will create a list of vocabulary to be shared and discussed at the start of each chapter in order to clarify the way critical thinking skills should be applied in each topic covered in the course and in each assignment, particularly the analyses of films.

Analysis & Evaluation – Distance Learning

Critical thinking skills are sometimes difficult for students to incorporate in an effective way, so it is not surprising that this skill saw a bit lower rate of mastery.

Changes as a Result of Evaluation – Distance Learning

The instructor will create a list of vocabulary to be shared and discussed at the start of each chapter in order to clarify the way critical thinking skills should be applied in each topic covered in the course and in each assignment, particularly the analyses of films.

Education

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X				X	X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will have an understanding of the RTI model including components and implementation.

Implementation 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.

Assessment Method

Assessment will be determined by a specifically developed examination to be given after the presentation of material covering the desired outcome.

Criterion (Expected Outcome)

70% of the students assessed will show mastery of 60% of the examination.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

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

Relationship to General Education Outcomes

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. Through assignments and homework, students will develop personal study habits that will enable them to be more responsible in their daily interactions.

Results

Data Summary

Analysis & Evaluation

10 students enrolled / 10 students tested A - 6 B - 3 C - 0 D - 1 F - 0** 10 students tested or 100 % made 60 or above-3 out of 5 questions answered correctly. *** 0 students tested or 0 % failed.

Changes as a Result of Evaluation

None

Analysis & Evaluation – Distance Learning

8 students enrolled / 8 students tested A - 5 B - 2 C - 0 D - 1 F - 0** 8 students tested or 100 % made 60 or above-3 out of 5 questions answered correctly. *** 0 students tested or 0% failed.

Changes as a Result of Evaluation – Distance Learning

None

Education

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X				X	X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will be able to identify the characteristics of students with ADHD, determine the types and prevalence of each.

Implementation 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.

Assessment Method

Assessment will be determined by a specifically developed examination to be given after the presentation of material covering the desired outcome.

Criterion (Expected Outcome)

70% of the students assessed will show mastery of 60% of the examination.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

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

Relationship to General Education Outcomes

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. Through assignments and homework, students will develop personal study habits that will enable them to be more responsible in their daily interactions.

Results

Data Summary

Analysis & Evaluation

10 students enrolled / 9 students tested A - 6 B - 2 C - 0 D - 1 F - 0** 9 students tested or 100 % made 60 or above-3 out of 5 questions answered correctly. *** 0 students tested or 0 % failed.

Changes as a Result of Evaluation

None

Analysis & Evaluation – Distance Learning

8 students enrolled / 7 students tested A - 1 B - 3 C - 0 D - 3 F - 0** 7 students tested or 100 % made 60 or above-3 out of 5 questions answered correctly. *** 0 students tested or 0 % failed.

Changes as a Result of Evaluation – Distance Learning

None

Education

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X			X	X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will know what is meant by differentiated instruction and how it is to be implemented.

Implementation 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.

Assessment Method

Assessment will be determined by a specifically developed examination to be given after the presentation of material covering the desired outcome.

Criterion (Expected Outcome)

70% of the students assessed will show mastery of 60% of the examination.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

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

Relationship to General Education Outcomes

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. Through assignments and homework, students will develop personal study habits that will enable them to be more responsible in their daily interactions.

Results

Data Summary

Analysis & Evaluation

10 students enrolled / 9 students tested A - 8 B - 1 C - 0 D - 0 F - 0** 10 students tested or 100 % made 60 or above-3 out of 5 questions answered correctly. *** 0 students tested or 0 % failed.

Changes as a Result of Evaluation

None

Analysis & Evaluation – Distance Learning

8 students enrolled / 6 students tested A - 0 B - 4 C - 0 D - 2 F - 0** 6 students tested or 100 % made 60 or above-3 out of 5 questions answered correctly. *** 0 students tested or 0 % failed.

Changes as a Result of Evaluation – Distance Learning

None

Education

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X				X	X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will learn how graphic organizers enhance teaching and learning.

Implementation 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.

Assessment Method

Assessment will be determined by a specifically developed examination to be given after the presentation of material covering the desired outcome.

Criterion (Expected Outcome)

70% of the students assessed will show mastery of 60% of the examination.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

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

Relationship to General Education Outcomes

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. Through assignments and homework, students will develop personal study habits that will enable them to be more responsible in their daily interactions.

Results

Data Summary

Analysis & Evaluation

10 students enrolled / 9 students tested A - 8 B - 1 C - 0 D - 0 F - 0** 9 students tested or 100 % made 60 or above-3 out of 5 questions answered correctly. *** 0 students tested or 0 % failed.

Changes as a Result of Evaluation

None

Analysis & Evaluation – Distance Learning

8 students enrolled / 8 students tested A - 4 B - 1 C - 0 D - 3 F - 0** 8 students tested or 100 % made 60 or above-3 out of 5 questions answered correctly. *** 0 students tested or 0 % failed.

Changes as a Result of Evaluation – Distance Learning

None

English (ENGL.1301)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X			X	X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Demonstrate knowledge of individual and collaborative writing processes.

Implementation Strategy

Students will work in groups to prepare a written essay analyzing and researching an approved topic. Papers will be graded for content, logic, accuracy, structure, and mechanics. Teamwork will be evaluated for participation, synthesis of work, and sharing work. Students will self-analyze, link the class to real life, and employ research strategies to generate a written product in the form of a researched essay.

Assessment 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 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses five or more peer-reviewed sources as support of and extension of position. WP contains no more than two violations of Standard American English (SAE). Multiple drafts, including a revised draft showing integration of peer and instructor feedback, will be submitted. 3 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses three or four peer-reviewed sources as support of and extension of position. WP contains no more than four violations of Standard American English (SAE). Multiple drafts, including a revised draft showing integration of peer and instructor feedback, will be submitted. 2 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses two peer-reviewed sources as support of and extension of position. WP contains no more than six violations of Standard American English (SAE). A revised draft showing integration of peer and instructor feedback will be submitted. 1 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses one peer-reviewed source as support of and extension of position. WP contains eight or more violations of Standard American English (SAE). A single draft will be submitted. 0 - No attempt to meet 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 original, 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. 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: Attends all group meetings. Contributes an equal and substantive portion to the finished WP. Supplies at least two sources for group consideration. 3: Attends 75 percent of group meetings. Contributes an equal and substantive portion to the finished WP. Supplies at least two sources for group consideration. 2: Attends 50 percent of group meetings. Contributes a substantive portion to the finished WP. Supplies two sources for group consideration. 1: Attends 25 percent of group meetings. Contributes to the finished WP. Supplies one source for group consideration. 0: No attempt to engage team members demonstrated. 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.

Criterion (Expected Outcome)

60% of the students will demonstrate a passable level of competence in their peer-reviewed research paper.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

To increase student success, the peer-reviewed, collaborative WP fulfills Core Curriculum objectives and aligns with the specified rubric so that students will understand the assessment of the WP, resulting in increased student self-efficacy.

Relationship to General Education Outcomes

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.

Results

Data Summary

Students worked in groups to prepare a written essay analyzing and researching an approved topic. Papers were graded for content, logic, accuracy, structure, and mechanics. Teamwork was evaluated for participation, synthesis of work, and sharing work. Students self-analyzed, linking the class to real life, and employing research strategies to generate a written product in the form of a researched essay. There was a 79% success rate recorded. This included all TVCC sites and methods of delivery including distance, ITV and face to face. In order to improve, the faculty will continue to exchange strategies to meet the future English 1301 challenges. I will encourage group mentoring for teachers via email discussions in order to improve face to face and online efforts with this task.

Analysis & Evaluation

We observed various success rates due to the strategies of student engagement and the varied prompts. In the future, we plan to work with a sharing of creative strategies via email forum. If someone has a new approach, they will be encouraged to share with all English faculty.

Changes as a Result of Evaluation

We have students work as teams and peer review, so now we will attempt a sharing of teaching strategies via email forum. This will assist embedded faculty throughout our service district.

Analysis & Evaluation – Distance Learning

We have students work as teams and peer review, so now we will attempt a sharing of teaching strategies via email forum. This will assist embedded faculty throughout our service district.

Changes as a Result of Evaluation – Distance Learning

Will continue current strategies - no specific changes with respect to a specific site.

English (ENGL.1302)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X			X	X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Demonstrate knowledge of individual and collaborative writing processes

Implementation Strategy

Students will work in groups to prepare a written essay analyzing and researching an approved topic. Papers will be graded for content, logic, accuracy, structure, and mechanics. Teamwork will be evaluated for participation, synthesis of work, and sharing work. Students will self-analyze, link the class to real life, and employ research strategies to generate a written product in the form of a researched essay.

Assessment 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 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses five or more peer-reviewed sources as support of and extension of position. WP contains no more than two violations of Standard American English (SAE). Multiple drafts, including a revised draft showing integration of peer and instructor feedback, will be submitted. 3 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses three or four peer-reviewed sources as support of and extension of position. WP contains no more than four violations of Standard American English (SAE). Multiple drafts, including a revised draft showing integration of peer and instructor feedback, will be submitted. 2 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses two peer-reviewed sources as support of and extension of position. WP contains no more than six violations of Standard American English (SAE). A revised draft showing integration of peer and instructor feedback will be submitted. 1 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses one peer-reviewed source as support of and extension of position. WP contains eight or more violations of Standard American English (SAE). A single draft will be submitted. 0 - No attempt to meet 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 original, 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.

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: Attends all group meetings. Contributes an equal and substantive portion to the finished WP. Supplies at least two sources for group consideration. 3: Attends 75 percent of group meetings. Contributes an equal and substantive portion to the finished WP. Supplies at least two sources for group consideration. 2: Attends 50 percent of group meetings. Contributes a substantive portion to the finished WP. Supplies two sources for group consideration. 1: Attends 25 percent of group meetings. Contributes to the finished WP. Supplies one source for group consideration. 0: No attempt to engage team members demonstrated.

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.

Criterion (Expected Outcome)

60% of the students will demonstrate a passable level of competence in their peer-reviewed research paper.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

To increase student success, the peer-reviewed, collaborative WP fulfills Core Curriculum objectives and aligns with the specified rubric so that students will understand the assessment of the WP, resulting in increased student self-efficacy

Relationship to General Education Outcomes

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.

Results

Data Summary

Students will work collaboratively to broaden their understanding of rhetoric in literature. Projects will be graded for accuracy of information presented factually and mechanically, cohesion, logic, content, and structure. Groups will be evaluated for participation, cohesion of information, and successful completion of roles allocated by the group. Students will self-report, analyzing their own successful performance of the objective as well as relate their literary and sociological findings to life outside of class. Of the aggregate of all reporting professors 77% of our students were successful. That surpasses our goal for distance and face to face classes, yet we know that more can be done. A discussion is growing that we workshop our students more and have multiple drafts with more feedback, not just grades. This strategy is not new, yet academia has moved from this due to the high enrollments in a single class. With a class of twenty five plus, it is challenging to give feedback to groups in some settings. The physical facilities are prohibitive in most face to face classes.

Analysis & Evaluation

Of the aggregate of all reporting professors 77% of our students were successful. That surpasses our goal for distance and face to face classes, yet we know that more can be done. A discussion is growing that we workshop our students more and have multiple drafts with more feedback, not just grades. This strategy is not new, yet academia has moved from this due to the high enrollments in a single class. With a class of twenty five plus, it is challenging to give feedback to groups in some settings. The physical facilities are prohibitive in most face to face classes. Collaborate should and will be encouraged with all distance English 1302 in order to conference on papers in Blackboard.

Changes as a Result of Evaluation

As mentioned in other English courses, the need to collaborate among all English faculty is paramount; however, embedded instructors are best included via email discussions. Some are saddled with loyalty and demands from the ISD and the college. I am sure that they want to do a job and do it well. If our email confab sessions work, we should be able to overcome this.

Analysis & Evaluation – Distance Learning

As mentioned in other English courses, the need to collaborate among all English faculty is paramount; however, embedded instructors are best included via email discussions. Some are saddled with loyalty and demands from the ISD and the college. I am sure that they want to do a job and do it well. If our email confab sessions work, we should be able to overcome this. Additionally, I will push more in the area of using live and recorded classrooms via Blackboard Collaborate on a weekly basis.

Changes as a Result of Evaluation – Distance Learning

As mentioned in other English courses, the need to collaborate among all English faculty is paramount; however, embedded instructors are best included via email discussions. Some are saddled with loyalty and demands from the ISD and the college. I am sure that they want to do a job and do it well. If our email confab sessions work, we should be able to overcome this. Collaborate should be employed in all Blackboard classes. Face to face classes could benefit as well. I will urge my 1302 professors to request a shell for all of their classes, so they could have a no excuse situation with recorded lectures included.

English (ENGL.2311)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Produce documents appropriate to audience, purpose, and genre.

Implementation 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.

Assessment 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 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses five or more peer-reviewed sources as support of and extension of position. WP contains no more than two violations of Standard American English (SAE). Multiple drafts, including a revised draft showing integration of peer and instructor feedback, will be submitted. 3 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses three or four peer-reviewed sources as support of and extension of position. WP contains no more than four violations of Standard American English (SAE). Multiple drafts, including a revised draft showing integration of peer and instructor feedback, will be submitted. 2 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses two peer-reviewed sources as support of and extension of position. WP contains no more than six violations of Standard American English (SAE). A revised draft showing integration of peer and instructor feedback will be submitted. 1 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses one peer-reviewed source as support of and extension of position. WP contains eight or more violations of Standard American English (SAE). A single draft will be submitted. 0 - No attempt to meet 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 original, 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.

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: Attends all group meetings. Contributes an equal and substantive portion to the finished WP. Supplies at least two sources for group consideration. 3: Attends 75 percent of group meetings. Contributes an equal and substantive portion to the finished WP. Supplies at least two sources for group consideration. 2: Attends 50 percent of group meetings. Contributes a substantive portion to the finished WP. Supplies two sources for group consideration. 1: Attends 25 percent of group meetings. Contributes to the finished WP. Supplies one source for group consideration. 0: No attempt to engage team members demonstrated.

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.

Criterion (Expected Outcome)

60% of the students will demonstrate a passable level of competence in their peer-reviewed research paper.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

To increase student success, the peer-reviewed, collaborative WP fulfills Core Curriculum objectives and aligns with the specified rubric so that students will understand the assessment of the WP, resulting in increased student self-efficacy

Relationship to General Education Outcomes

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

Results

Data Summary

Go to 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. This was the task. This year 88% mastery by those who participated in the assessment was encouraging. Our benchmark was 60%. There was still a problem with plagiarism among the students in this academic year. Our division is continuing to address the problem, so this topic was vital. We were hoping and continue to trust that Turnitin could be a useful tool with consistent use throughout our service area. Safe Assign does a mediocre job at best, but we know that although it was not approved this year, we hope to obtain the license in the future. Our division will still encourage the discussion via electronic discourse and encourage our embeds to focus on this problem.

Analysis & Evaluation

Although mastery of 88% over a benchmark of 60% was achieved, some students do not understand the importance of their actions and the problem with plagiarism when conducting group or individual research. Our division is continuing to address the problem, so this topic was vital. We were hoping and continue to trust that Turnitin could be a useful tool with consistent use throughout our service area. Safe Assign does a mediocre job at best, but we know that although it was not approved this year, we hope to obtain the license in the future. Our division will still encourage the discussion via electronic discourse and encourage our embeds to focus on this problem.

Changes as a Result of Evaluation

We will still advocate that all division professors make plagiarism a primary topic to be discussed as we move through each semester task. If all embeds do not attend orientation or other meetings, we shall resort to email reminders.

Analysis & Evaluation – Distance Learning

Go to 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. Go to 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. This was the task. This year 88% mastery by those who participated in the assessment was encouraging. Our benchmark was 60%. There was still a problem with plagiarism among the students in this academic year. Our division is continuing to address the problem, so this topic was vital. We were hoping and continue to trust that Turnitin could be a useful tool with consistent use throughout our service area. Safe Assign does a mediocre job at best, but we know that although it was not approved this year, we hope to obtain the license in the future. Our division will still encourage the discussion via electronic discourse and encourage our embeds to focus on this problem. The aforementioned strategies were practiced in a distance education setting.

Changes as a Result of Evaluation – Distance Learning

It will be imperative that the embed instructors join via email discussions and demonstrate a willingness to change strategies, use Blackboard shells and 'Safe Assign requirements in the upcoming year to address the concerns mentioned.

English (ENGL.2311)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
				X	
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Analyze the ethical responsibilities involved in technical communication.

Implementation 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 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.

Assessment 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.

Criterion (Expected Outcome)

60% of the students will demonstrate a passable level of competence in their peer-reviewed research paper.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

To increase student success, the peer-reviewed, collaborative WP fulfills Core Curriculum objectives and aligns with the specified rubric so that students will understand the assessment of the WP, resulting in increased student self-efficacy.

Relationship to General Education Outcomes

This outcome relates to students' ability to demonstrate personal responsibility, as handling source materials in keeping with legal and ethical bounds.

Results

Data Summary

This year 88% mastery by those who participated in the assessment was encouraging. Our benchmark was 60%. There was still a problem with plagiarism among the students in this academic year. Our division is continuing to address the problem, so this topic was vital. We were hoping and continue to trust that Turnitin could be a useful tool with consistent use throughout our service area. Safe Assign does a mediocre job at best, but we know that although it was not approved this year, we hope to obtain the license in the future. Our division will still encourage the discussion via electronic discourse and encourage our embeds to focus on this problem.

Analysis & Evaluation

There was still a problem with plagiarism among the students in this academic year. Our division is continuing to address the problem, so this topic was vital. We were hoping and continue to trust that Turnitin could be a useful tool with consistent use throughout our service area. Safe Assign does a mediocre job at best, but we know that although it was not approved this year, we hope to obtain the license in the future. Our division will still encourage the discussion via electronic discourse and encourage our embeds to focus on this problem.

Changes as a Result of Evaluation

We will engage to a greater degree all embeds with concerns regarding plagiarism via email exchange.

Analysis & Evaluation – Distance Learning

There was still a problem with plagiarism among the students in this academic year. Our division is continuing to address the problem, so this topic was vital. We were hoping and continue to trust that Turnitin could be a useful tool with consistent use throughout our service area. Safe Assign does a mediocre job at best, but we know that although it was not approved this year, we hope to obtain the license in the future. Our division will still encourage the discussion via electronic discourse and encourage our embeds to focus on this problem. All 2311 courses that reported were distance education courses.

Changes as a Result of Evaluation – Distance Learning

We will engage to a greater degree all embeds with concerns regarding plagiarism via email exchange.

English (ENGL.2311)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

To understand the importance of cooperative and collaborative discussion leading to a group-generated document.

Implementation 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.

Assessment 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 interrupting0: No attempt to engage team members demonstrated.

Criterion (Expected Outcome)

60% of the students will demonstrate a passable level of competence in their peer-reviewed research paper.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

To increase student success, the peer-reviewed, collaborative WP fulfills Core Curriculum objectives and aligns with the specified rubric so that students will understand the assessment of the WP, resulting in increased student self-efficacy.

Relationship to General Education Outcomes

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.

Results

Data Summary

This year 88% mastery by those who participated in the assessment was encouraging. Our benchmark was 60%.

Analysis & Evaluation

Go to 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. This was the task. There was still a problem with plagiarism among the students in this academic year. Our division is continuing to address the problem, so this topic was vital. We were hoping and continue to trust that Turnitin could be a useful tool with consistent use throughout our service area. Safe Assign does a mediocre job at best, but we know that although it was not approved this year, we hope to obtain the license in the future. Our division will still encourage the discussion via electronic discourse and encourage our embeds to focus on this problem.

Changes as a Result of Evaluation

We will utilize email exchanges to bring on board our other 2311 teachers. Our discussions will be basic. We will discuss the use of Safe Assign for all assignments, penalty provisions for violations, and request their input into this problem.

Analysis & Evaluation – Distance Learning

This year 88% mastery by those who participated in the assessment was encouraging. Our benchmark was 60%. This course was delivered via distance education modes. There was still a problem with plagiarism among the students in this academic year. Our division is continuing to address the problem, so this topic was vital. We were hoping and continue to trust that Turnitin could be a useful tool with consistent use throughout our service area. Safe Assign does a mediocre job at best, but we know that although it was not approved this year, we hope to obtain the license in the future. Our division will still encourage the discussion via electronic discourse and encourage our embeds to focus on this problem.

Changes as a Result of Evaluation – Distance Learning

We will utilize email exchanges to bring on board our other 2311 teachers. Our discussions will be basic. We will discuss the use of Safe Assign for all assignments, penalty provisions for violations, and request their input into this problem.

English (ENGL.2322)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X	X	
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

Implementation Strategy

Students will prepare a written essay analyzing and researching an approved topic related to the differing time periods, cultures, and/or literary elements. Papers will be graded for content, logic, accuracy, structure, and mechanics. Students will self-analyze, link the class to real life, and employ research strategies to generate a written product (WP) in the form of a researched essay.

Assessment 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 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses five or more scholarly-reviewed sources as support of and extension of position. WP contains no more than two violations of Standard American English (SAE). Multiple drafts, including a revised draft showing integration of peer and instructor feedback, will be submitted. 3 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses three or four scholarly-reviewed sources as support of and extension of position. WP contains no more than four violations of Standard American English (SAE). Multiple drafts, including a revised draft showing integration of peer and instructor feedback, will be submitted. 2 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses two scholarly-reviewed sources as support of and extension of position. WP contains no more than six violations of Standard American English (SAE). A revised draft showing integration of peer and instructor feedback will be submitted. 1 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses one scholarly-reviewed source as support of and extension of position. WP contains eight or more violations of Standard American English (SAE). A single draft will be submitted. 0 - No attempt to meet 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 original, 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. 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 connecting issues covered within 3 or more time periods and/or cultures.3: Demonstrates evidence of connecting issues covered within 2 time periods and/or cultures.2: Demonstrates evidence of connecting issues covered within 1-2 time periods and/or cultures.1: Demonstrates evidence of connecting issues covered within 1 time period and/or culture.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.

Criterion (Expected Outcome)

60% of the students will demonstrate a passable level of competence in their research paper

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

To increase student success, the peer-reviewed, collaborative WP fulfills Core Curriculum objectives and aligns with the specified rubric so that students will understand the assessment of the WP, resulting in increased student self-efficacy

Relationship to General Education Outcomes

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 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.

Results

Data Summary

With a target of 60% of the students will be demonstrate a passable level of competence in their research paper, our results were much higher. At reporting sites, 91% mastered the assessment.

Analysis & Evaluation

We achieved remarkable success, yet we were working with a small population of students. If the enrollment in British Lit. I were larger, we feel that the success rate may not have been so great.

Changes as a Result of Evaluation

Yes, we are already printing posters alerting students regarding the benefits of sophomore literature courses in order to increase the numbers and enrollment. Other options are being considered at the moment as well.

Analysis & Evaluation – Distance Learning

We achieved remarkable success, yet we were working with a small population of students. If the enrollment in British Lit. I were larger, we feel that the success rate may not have been so great. All of our professors create the same assignments for face to face as well as distance classes. Many of us are recording lectures via different platforms.

Changes as a Result of Evaluation – Distance Learning

Yes, we are already printing posters alerting students regarding the benefits of sophomore literature courses in order to increase the numbers and enrollment. Other options are being considered at the moment as well. We will also request more exposure through the TVCC webpage.

English (ENGL.2323)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X	X	
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

Implementation Strategy

Students will prepare a written essay analyzing and researching an approved topic related to the differing time periods, cultures, and/or literary elements. Papers will be graded for content, logic, accuracy, structure, and mechanics. Students will self-analyze, link the class to real life, and employ research strategies to generate a written product (WP) in the form of a researched essay.

Assessment 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 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses five or more scholarly-reviewed sources as support of and extension of position. WP contains no more than two violations of Standard American English (SAE). Multiple drafts, including a revised draft showing integration of peer and instructor feedback, will be submitted. 3 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses three or four scholarly-reviewed sources as support of and extension of position. WP contains no more than four violations of Standard American English (SAE). Multiple drafts, including a revised draft showing integration of peer and instructor feedback, will be submitted. 2 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses two scholarly-reviewed sources as support of and extension of position. WP contains no more than six violations of Standard American English (SAE). A revised draft showing integration of peer and instructor feedback will be submitted. 1 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses one scholarly-reviewed source as support of and extension of position. WP contains eight or more violations of Standard American English (SAE). A single draft will be submitted. 0 - No attempt to meet 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 original, 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. 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 connecting issues covered within 3 or more time periods and/or cultures.3: Demonstrates evidence of connecting issues covered within 2 time periods and/or cultures.2: Demonstrates evidence of connecting issues covered within 1-2 time periods and/or cultures.1: Demonstrates evidence of connecting issues covered within 1 time period and/or culture.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.

Criterion (Expected Outcome)

60% of the students will demonstrate a passable level of competence in their research paper.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

To increase student success, the peer-reviewed, collaborative WP fulfills Core Curriculum objectives and aligns with the specified rubric so that students will understand the assessment of the WP, resulting in increased student self-efficacy.

Relationship to General Education Outcomes

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 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.

Results

Data Summary

Our benchmark was 60%, yet we achieved an average of 88.8% mastery in this assessment.

Analysis & Evaluation

With a population of under 200, we reaped motivated and skilled students. We would enjoy the challenge of a larger population.

Changes as a Result of Evaluation

We should rotate these sophomore classes among the full time faculty. We are convinced that the outcome would reflect a positive direction. New authors would be assigned, and possible enrollment growth would ensue.

Analysis & Evaluation – Distance Learning

With a population of under 200, we reaped motivated and skilled students. We would enjoy the challenge of a larger population.

Changes as a Result of Evaluation – Distance Learning

We should rotate these sophomore classes among the full time faculty. We are convinced that the outcome would reflect a positive direction. New authors would be assigned, and possible enrollment growth would ensue.

English (ENGL.2327)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X	X	
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

Implementation Strategy

Students will prepare a written essay analyzing and researching an approved topic related to the differing time periods, cultures, and/or literary elements. Papers will be graded for content, logic, accuracy, structure, and mechanics. Students will self-analyze, link the class to real life, and employ research strategies to generate a written product (WP) in the form of a researched essay.

Assessment 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 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses five or more scholarly-reviewed sources as support of and extension of position. WP contains no more than two violations of Standard American English (SAE). Multiple drafts, including a revised draft showing integration of peer and instructor feedback, will be submitted. 3 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses three or four scholarly-reviewed sources as support of and extension of position. WP contains no more than four violations of Standard American English (SAE). Multiple drafts, including a revised draft showing integration of peer and instructor feedback, will be submitted. 2 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses two scholarly-reviewed sources as support of and extension of position. WP contains no more than six violations of Standard American English (SAE). A revised draft showing integration of peer and instructor feedback will be submitted. 1 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses one scholarly-reviewed source as support of and extension of position. WP contains eight or more violations of Standard American English (SAE). A single draft will be submitted. 0 - No attempt to meet 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 original, 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. 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 connecting issues covered within 3 or more time periods and/or cultures.3: Demonstrates evidence of connecting issues covered within 2 time periods and/or cultures.2: Demonstrates evidence of connecting issues covered within 1-2 time periods and/or cultures.1: Demonstrates evidence of connecting issues covered within 1 time period and/or culture.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.

Criterion (Expected Outcome)

60% of the students will demonstrate a passable level of competence in their research paper.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

To increase student success, the peer-reviewed, collaborative WP fulfills Core Curriculum objectives and aligns with the specified rubric so that students will understand the assessment of the WP, resulting in increased student self-efficacy.

Relationship to General Education Outcomes

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 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.

Results

Data Summary

This was a new class and the section was lightly populated. We far surpassed the benchmark of 60%. Our data was 100%.

Analysis & Evaluation

Numbers were very low and all students mastered the activity. We will have more data and set a new benchmark should this continue.

Changes as a Result of Evaluation

After this course has made a couple of more times, we will look at changing the benchmark for this course.

Analysis & Evaluation – Distance Learning

2327 was only offered via Blackboard. Possibly, this course should change its benchmark if this data occurs at such a high rate in the near future.

Changes as a Result of Evaluation – Distance Learning

We will change our benchmark of 60% if the future offerings reflect such high data.

English (ENGL.2328)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X	X	
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

Implementation Strategy

Students will prepare a written essay analyzing and researching an approved topic related to the differing time periods, cultures, and/or literary elements. Papers will be graded for content, logic, accuracy, structure, and mechanics. Students will self-analyze, link the class to real life, and employ research strategies to generate a written product (WP) in the form of a researched essay.

Assessment 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 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses five or more scholarly-reviewed sources as support of and extension of position. WP contains no more than two violations of Standard American English (SAE). Multiple drafts, including a revised draft showing integration of peer and instructor feedback, will be submitted. 3 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses three or four scholarly-reviewed sources as support of and extension of position. WP contains no more than four violations of Standard American English (SAE). Multiple drafts, including a revised draft showing integration of peer and instructor feedback, will be submitted. 2 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses two scholarly-reviewed sources as support of and extension of position. WP contains no more than six violations of Standard American English (SAE). A revised draft showing integration of peer and instructor feedback will be submitted. 1 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses one scholarly-reviewed source as support of and extension of position. WP contains eight or more violations of Standard American English (SAE). A single draft will be submitted. 0 - No attempt to meet 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 original, 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. 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 connecting issues covered within 3 or more time periods and/or cultures.3: Demonstrates evidence of connecting issues covered within 2 time periods and/or cultures.2: Demonstrates evidence of connecting issues covered within 1-2 time periods and/or cultures.1: Demonstrates evidence of connecting issues covered within 1 time period and/or culture.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.

Criterion (Expected Outcome)

60% of the students will demonstrate a passable level of competence in their research paper.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

To increase student success, the peer-reviewed, collaborative WP fulfills Core Curriculum objectives and aligns with the specified rubric so that students will understand the assessment of the WP, resulting in increased student self-efficacy

Relationship to General Education Outcomes

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 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.

Results

Data Summary

Students did prepare a written essay analyzing and researching an approved topic related to the differing time periods, cultures, and/or literary elements. Papers were graded for content, logic, accuracy, structure, and mechanics. Students did self-analyze, linked the class to real life, and employed research strategies to generate a written product (WP) in the form of a researched essay. The benchmark for this assessment is 60% of those that attempted the task. For this reporting cycle, 90% were successful.

Analysis & Evaluation

Students prepared a written essay analyzing and researching an approved topic related to the differing time periods, cultures, and/or literary elements. Papers were graded for content, logic, accuracy, structure, and mechanics. Students self-analyzed, linked the class to real life, and employed research strategies to generate a written product (WP) in the form of a researched essay. The benchmark for this assessment is 60% of those that attempted the task, and this cycle 90% were successful. These results were of a group of twenty students that were dual-credit and performing at the top of their class. We will be considering raising the benchmark after this new class has gone through two more semesters.

Changes as a Result of Evaluation

After another division discussion, we will examine the need for a benchmark of 60%.

Analysis & Evaluation – Distance Learning

Students prepared a written essay analyzing and researching an approved topic related to the differing time periods, cultures, and/or literary elements. Papers were graded for content, logic, accuracy, structure, and mechanics. Students self-analyzed, linked the class to real life, and employed research strategies to generate a written product (WP) in the form of a researched essay. The benchmark for this assessment is 60% of those that attempted the task, and this cycle 90% were successful. These results were of a group of twenty students that were dual-credit and performing at the top of their class. We will be considering raising the benchmark after this new class has gone through two more semesters. This is a distance education class.

Changes as a Result of Evaluation – Distance Learning

After another division discussion, we will examine the need for a benchmark of 60%.

English (ENGL.2332)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X	X	
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

Implementation Strategy

Students will prepare a written essay analyzing and researching an approved topic related to the differing time periods, cultures, and/or literary elements. Papers will be graded for content, logic, accuracy, structure, and mechanics. Students will self-analyze, link the class to real life, and employ research strategies to generate a written product (WP) in the form of a researched essay.

Assessment 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 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses five or more scholarly-reviewed sources as support of and extension of position. WP contains no more than two violations of Standard American English (SAE). Multiple drafts, including a revised draft showing integration of peer and instructor feedback, will be submitted. 3 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses three or four scholarly-reviewed sources as support of and extension of position. WP contains no more than four violations of Standard American English (SAE). Multiple drafts, including a revised draft showing integration of peer and instructor feedback, will be submitted. 2 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses two scholarly-reviewed sources as support of and extension of position. WP contains no more than six violations of Standard American English (SAE). A revised draft showing integration of peer and instructor feedback will be submitted. 1 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses one scholarly-reviewed source as support of and extension of position. WP contains eight or more violations of Standard American English (SAE). A single draft will be submitted. 0 - No attempt to meet 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 original, 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. 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 connecting issues covered within 3 or more time periods and/or cultures.3: Demonstrates evidence of connecting issues covered within 2 time periods and/or cultures.2: Demonstrates evidence of connecting issues covered within 1-2 time periods and/or cultures.1: Demonstrates evidence of connecting issues covered within 1 time period and/or culture.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.

Criterion (Expected Outcome)

60% of the students will demonstrate a passable level of competence in their research paper.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

To increase student success, the peer-reviewed, collaborative WP fulfills Core Curriculum objectives and aligns with the specified rubric so that students will understand the assessment of the WP, resulting in increased student self-efficacy

Relationship to General Education Outcomes

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 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.

Results

Data Summary

Students will research literature as a means to relate historically, politically, psychologically, religiously, socially, and economically driven information across literary periods, and compile a report in groups detailing elements specific to texts that also coincide with the National College Board's list of "works of literary merit". Students will be assessed on the level of critical thought, the logic of their critical lens' application, the level of support from research, the distribution of labor, the cohesion of the presentation, and the students' self and peer evaluations. 60% benchmark was the goal and 93% was the result.

Analysis & Evaluation

Possibly the benchmark was set too low, or the pool of students were few in number. It will be reviewed.

Changes as a Result of Evaluation

If the teaching assignments were rotated a bit more, we feel that new results would emerge. Some countries and authors are not being taught. We would like this to be considered.

Analysis & Evaluation – Distance Learning

Possibly the benchmark was set too low, or the pool of students were few in number. It will be reviewed. I know that our professors are using more recorded lectures in Blackboard.

Changes as a Result of Evaluation – Distance Learning

If the teaching assignments were rotated a bit more, we feel that new results would emerge. Some countries and authors are not being taught. We would like this to be considered. Remote sites taught all but one of the students.

English (ENGL.2333)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X	X	
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

Implementation Strategy

Students will prepare a written essay analyzing and researching an approved topic related to the differing time periods, cultures, and/or literary elements. Papers will be graded for content, logic, accuracy, structure, and mechanics. Students will self-analyze, link the class to real life, and employ research strategies to generate a written product (WP) in the form of a researched essay.

Assessment 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 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses five or more scholarly-reviewed sources as support of and extension of position. WP contains no more than two violations of Standard American English (SAE). Multiple drafts, including a revised draft showing integration of peer and instructor feedback, will be submitted. 3 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses three or four scholarly-reviewed sources as support of and extension of position. WP contains no more than four violations of Standard American English (SAE). Multiple drafts, including a revised draft showing integration of peer and instructor feedback, will be submitted. 2 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses two scholarly-reviewed sources as support of and extension of position. WP contains no more than six violations of Standard American English (SAE). A revised draft showing integration of peer and instructor feedback will be submitted. 1 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses one scholarly-reviewed source as support of and extension of position. WP contains eight or more violations of Standard American English (SAE). A single draft will be submitted. 0 - No attempt to meet 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 original, 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

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Criterion (Expected Outcome)

60% of the students will demonstrate a passable level of competence in their research paper.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

To increase student success, the peer-reviewed, collaborative WP fulfills Core Curriculum objectives and aligns with the specified rubric so that students will understand the assessment of the WP, resulting in increased student self-efficacy

Relationship to General Education Outcomes

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 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.

Results

Data Summary

Our students in this course were to: Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature. Benchmark is 60%. The reported average was 91.8% this cycle.

Analysis & Evaluation

Our students in this course were to: Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature. Benchmark is 60%. The reported average was 91.8% this cycle. This needs to be revisited. Possibly we are seeing a narrow slice of the student body due to the majority of those enrolled were at remote sites.

Changes as a Result of Evaluation

We recommend that more of these courses be offered on the main campus. Then, a reflective benchmark could be harvested as the course assignments are rotated among our faculty. We should revisit the benchmark. It appears low with a reporting cycle of 31.3% increase.

Analysis & Evaluation – Distance Learning

Our students in this course were to: Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature. Benchmark is 60%. The reported average was 91.8% this cycle. This needs to be revisited. Possibly we are seeing a narrow slice of the student body due to the majority of those enrolled were at remote sites. The distance students were receiving recorded lectures. That is an important ingredient for any delivery of material.

Changes as a Result of Evaluation – Distance Learning

We recommend that more of these courses be offered on the main campus. Then, a reflective benchmark could be harvested as the course assignments are rotated among our faculty. We should revisit the benchmark. It appears low with a reporting cycle of 31.3% increase. This was equal to our face to face offering.

Government (GOVT.2305)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X		
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

The student will be able to explain the development of constitutional democracy in the United States.

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.

Assessment 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

Criterion (Expected Outcome)

60% of students will demonstrate an acceptable or exemplary rating when documenting their class discussions, journals, discussion questions, essays, and/or presentations.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

Students enrolled in GOVT 2305 were successful in their learning and application of critical thinking, communication, personal responsibility, and social responsibility for face-to-face courses. Communication - 80% met or exceeded Critical Thinking - 76 % met or exceeded Personal responsibility - 76 % met or exceeded Social responsibility- 67% met or exceeded

Analysis & Evaluation

Since the goal was to have at least 60% of students assessed rated as acceptable or exemplary, the goal was met.

Changes as a Result of Evaluation

Government faculty will choose a common rubric to align with all courses assessing critical thinking, communication, social responsibility, and personal responsibility.

Analysis & Evaluation – Distance Learning

Students enrolled in GOVT 2305 were successful in their learning and application of critical thinking, communication, personal responsibility, and social responsibility for online courses. Communication - 82% met or exceeded Critical Thinking - 77 % met or exceeded Personal responsibility - 78 % met or exceeded Social responsibility- 75% met or exceeded

Changes as a Result of Evaluation – Distance Learning

Government faculty will choose a common rubric to align with all courses assessing critical thinking, communication, social responsibility, and personal responsibility

Government (GOVT.2306)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X		
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will explain the origin and development of the Texas Constitution.

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.

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

Criterion (Expected Outcome)

60% of students will demonstrate an acceptable or exemplary rating when documenting their class discussions, journals, discussion questions, essays, and/or presentations.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

Relationship to General Education Outcomes 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.

Results

Data Summary

Students enrolled in GOVT 2306 were successful in their learning and application of critical thinking, communication, personal responsibility, and social responsibility for face-to-face courses. Communication - 63% met or exceeded Critical Thinking - 67 % met or exceeded Personal responsibility - 83 % met or exceeded Social responsibility- 86% met or exceeded

Analysis & Evaluation

Since the goal was to have at least 60% of students assessed rated as acceptable or exemplary, the goal was met.

Changes as a Result of Evaluation

Government faculty will choose a common rubric to align with all courses assessing critical thinking, communication, social responsibility, and personal responsibility.

Analysis & Evaluation – Distance Learning

Students enrolled in GOVT 2306 were successful in their learning and application of critical thinking, communication, personal responsibility, and social responsibility for online courses. Communication - 88% met or exceeded Critical Thinking - 62 % met or exceeded Personal responsibility - 68 % met or exceeded Social responsibility- 66% met or exceeded

Changes as a Result of Evaluation – Distance Learning

Government faculty will choose a common rubric to align with all courses assessing critical thinking, communication, social responsibility, and personal responsibility.

History (HIST.1301)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X		
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation 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.

Assessment 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

1 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 1 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 Competencies, No Mention Of Justification Or Support For The Statements Provided, Etc. 5 Points) Acceptable- Provides 1?2 Examples Or Evidence Of Intercultural Or Gender Competencies; Adequately Justifies The Argument

With Minimum Support (6-15 Points) Exemplary- More Than 2 Examples Or Evidence Of Intercultural Or Gender Competencies; 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)

Criterion (Expected Outcome)

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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading Only

This Outcome Directly Relates To Students Ability To Develop Competencies In Written And Oral Communication And To Apply Critical Thinking Skills To The Analysis Of Historical Documents.

Relationship to General Education Outcomes

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.

Results

Data Summary

Students Enrolled In History 1301 Were Successful In Their Learning And Application Of Communication, Critical Thinking, Personal Responsibility, And Social Responsibility In Face To Face Classes. Communication: 69% Met Or Exceeded Goal Critical Thinking: 70% Met Or Exceeded Goal Personal Responsibility: 83% Met Or Exceeded Goal Social Responsibility: 75% Met Or Exceeded Goal

Analysis & Evaluation

Since The Goal Was To Have At Least 60% Of The Students Achieve A School Of Acceptable Or Exemplary, The Goal Was Met

Changes as a Result of Evaluation

History Faculty Will Choose A Common Rubric To Align With All Courses Assessing Critical Thinking, Communication, Social Responsibility And Personal Responsibility.

Analysis & Evaluation – Distance Learning

Students Enrolled In Hist 1301 Were Successful In Their Learning And Application Of Communication, Critical Thinking, Personal Responsibility And Social Responsibility In On-Line Classes. Communication 74% Critical Thinking 67% Personal Responsibility 78% Social Responsibility 73% Since The Goal Was To Have At Least 60% Of Those Students Assess Achieve A Score Of Acceptable Or Exemplary, The Goal Was Met

Changes as a Result of Evaluation – Distance Learning

History Faculty Will Develop A Rubric To Align All Courses For Assessment Of Communication, Critical Thinking, Social And Personal Responsibility.

History (HIST.1302)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X		
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation 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.

Assessment Method

Assessment 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

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 Competencies; No Mention Of Justification Or Support For The Statements Provided, Etc. 5 Points)
 Acceptable- Provides 1?2 Examples Or Evidence Of Intercultural Or Gender

Competencies; Adequately Justifies The Argument With Minimum Support (6-15 Points) Exemplary- More Than 2 Examples Or Evidence Of Intercultural Or Gender Competencies; 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)

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading Only

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.

Relationship to General Education Outcomes

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.

Results

Data Summary

Students Enrolled In History 1302 Were Successful In Their Learning And Application Of Communication, Critical Thinking, Personal Responsibility, And Social Responsibility In Face To Face Classes. Communication: 76% Met Or Exceeded Goal Critical Thinking: 80% Met Or Exceeded Goal Personal Responsibility: 80% Met Or Exceeded Goal Social Responsibility: 75% Met Or Exceeded Goal

Analysis & Evaluation

Since The Goal Was To Have At Least 60% Of The Students Achieve A School Of Acceptable Or Exemplary, The Goal Was Met.

Changes as a Result of Evaluation

All History Faculty Will Choose A Common Rubric To Align With All Courses Assessing Critical Thinking, Communication, Social Responsibility And Personal Responsibility.

Analysis & Evaluation – Distance Learning

Students Enrolled In History 1302 Were Successful In Their Learning And Application Of Communication, Critical Thinking, Personal Responsibility, And Social Responsibility In On-Line Classes. Communication: 70% Met Or Exceeded Goal Critical Thinking: 70% Met Or Exceeded Goal Personal Responsibility: 74% Met Or Exceeded Goal Social Responsibility: 72% Met Or Exceeded Goal

Changes as a Result of Evaluation – Distance Learning

History Faculty Will Choose A Rubric To Align All Course For Assessing Communication, Critical Thinking, Social And Personal Responsibility.

Humanities (HUMA.1301)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X	X	
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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. 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.

Implementation 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.

Assessment Method

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. 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 be 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.

Criterion (Expected Outcome)

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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

This outcome relates to the Learning Initiative in that the students will be expected to communicate their understanding of the areas covered in the Humanities course and analyze the major perspectives and the central concepts covered. Student engagement will be demonstrated through the students' comments and written discourse, while the reading of material will also be demonstrated through the comments that students make and the written discourse that draws on assigned reading to support and extend their analysis.

Relationship to General Education Outcomes

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 written format.

Results

Data Summary

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. 94% of all students had 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.

Analysis & Evaluation

With a benchmark of 75%, we feel that a report of 94% is not too high. This fall we will revisit the benchmark, and see if this is too low.

Changes as a Result of Evaluation

We will suggest new prompts in order to see if the success will continue. We will discuss a possible change to the benchmark of 75%.

Analysis & Evaluation – Distance Learning

With a benchmark of 75%, we feel that a report of 94% is not too high. This fall we will revisit the benchmark, and see if this is too low. We will encourage fresh prompts in the ensuing semesters to see if the performance will hold.

Changes as a Result of Evaluation – Distance Learning

We will suggest new prompts in order to see if the success will continue. We will discuss a possible change to the benchmark of 75%. If all faculty are not recording lectures that teach this distance course, we will strongly suggest that lectures be included.

Kinesiology

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

The Kinesiology department would like to continue to provide students with more options for attaining kinesiology credit hours on campus and online. We would also like to offer some our online courses to students from other colleges across the state. Our goal is to offer at least one new course on campus and one new online class this year.

Implementation Strategy

The department head will work with teachers in the department to get new ideals and see what courses we would like to add this year. We will also visit with current students, other colleges, and experts in the field to get the latest ideals in this area of study.

Assessment Method

This will be very simple. We either reached our goal or we did not. We need one new class for students attending TVCC and one new online selection.

Criterion (Expected Outcome)

We expect an increase in the number of students that sign up for courses in this department

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

N/A

Relationship to General Education Outcomes

In the Kinesiology Department we stress the importance of oral and written skills that are important for success in any type of work after college.

Results

Data Summary

After we looked at our data for this school year we are very happy with the results. We added two new courses (one online and one face-to-face). We are working with other departments to better serve our students and meet their educational needs.

Analysis & Evaluation

For the third straight year our numbers increased in our department our our faculty evaluations were high. Students have more options than ever before. The majority of our courses are now taught online to help with non-traditional students that cannot attend the regular courses. We also added a new class for Elementary Majors. We are following the ACGM manual and hope to continue to add more options for future students.

Changes as a Result of Evaluation

Results show that our online courses are being used by our students and they are being successful in this field. We will continue to add to our on campus and online course selection to better serve our students

Analysis & Evaluation – Distance Learning

Over eighty percent of our courses taught in the department are now offered online. We have also added Physical Education for Elementary Majors. We are working hard to follow add courses to our department using the guidelines of the ACGM

Changes as a Result of Evaluation – Distance Learning

We are very happy with the progress of our department and will continue to review the courses allowed by the ACGM to add more options for our students. We added two new offerings this year and both were very successful based on the input of our students.

Mathematics Education (MATH.1314)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students should recognize and apply polynomial, rational, radical, exponential and logarithmic functions and solve related equations. (Course Learning Objective 2)

Implementation Strategy

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully solve this variety of equations.

Assessment Method

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 70% of the points allotted to this skill.

Criterion (Expected Outcome)

70% 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 70% of the points allotted to this topic on the test.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

718 students, from 47 sections of Math 1314, representing all 3 campuses of TVCC which offer Math 1314 and 14 high schools which offer Math 1314 with TVCC part-time or full-time faculty as instructors, were assessed for this learning outcome. 79% of face to face students were successful, while 80% of internet students were successful. 15% of reported face to face students and 25% of reported internet students were unavailable for assessment. This probably reflects the drop out rates in face to face and internet Math 1314 sections respectively.

Analysis & Evaluation

Since the goal was to have at least 70% of students assessed rated as successful, the goal was met. The lower success rate for face to face students may be related to the apparent higher drop out rate for internet students. Perhaps marginal students are more likely to drop out in internet sections than in face to face sections.

Changes as a Result of Evaluation

Math faculty will choose a common set of questions (with a pool of questions of each type of equation to be solved - rational, radical, logarithmic, and exponential) to be used for assessment of this learning outcome next year.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of students assessed rated as successful, the goal was met. The lower success rate for face to face students may be related to the apparent higher drop out rate for internet students. Perhaps marginal students are more likely to drop out in internet sections than in face to face sections.

Changes as a Result of Evaluation – Distance Learning

Math faculty will choose a common set of questions (with a pool of questions of each type of equation to be solved - rational, radical, logarithmic, and exponential) to be used for assessment of this learning outcome next year

Mathematics Education (MATH.1314)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students should recognize and apply polynomial, rational, radical, exponential and logarithmic functions and solve related equations. (Course Learning Objective 2)

Implementation Strategy

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully solve this variety of equations.

Assessment Method

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 70% of the points allotted to this skill.

Criterion (Expected Outcome)

70% of a sampling of Math 1314 students will demonstrate success at analyzing, selecting an appropriate method, and solving quadratic equations and radical equations by earning at least 70% of the points allotted to this topic on the test.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

718 students, from 38 sections of Math 1314, representing all 3 campuses of TVCC which offer Math 1314 and 14 high schools which offer Math 1314 with TVCC part-time or full-time faculty as instructors, were assessed for this learning outcome. 77% of face to face students were successful, while 80% of internet students were successful. 15% of reported face to face students and 25% of reported internet

students were unavailable for assessment. This probably reflects the drop out rates in face to face and internet Math 1314 sections respectively.

Analysis & Evaluation

Since the goal was to have at least 70% of students assessed rated as successful, the goal was met. The lower success rate for face to face students may be related to the apparent higher drop out rate for internet students. Perhaps marginal students are more likely to drop out in internet sections than in face to face sections.

Changes as a Result of Evaluation

Math faculty will choose a common set of questions (with a pool of questions of each type of equation to be solved - rational, radical, logarithmic, and exponential) to be used for assessment of this learning outcome next year.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of students assessed rated as successful, the goal was met. The lower success rate for face to face students may be related to the apparent higher drop out rate for internet students. Perhaps marginal students are more likely to drop out in internet sections than in face to face sections.

Changes as a Result of Evaluation – Distance Learning

Math faculty will choose a common set of questions (with a pool of questions of each type of equation to be solved - rational, radical, logarithmic, and exponential) to be used for assessment of this learning outcome next year

Mathematics Education (MATH.1314)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students should recognize and apply polynomial, rational, radical, exponential and logarithmic functions and solve related equations. (Course Learning Objective 2)

Implementation Strategy

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully solve this variety of equations.

Assessment Method

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 Thinking if they earn 70% of the points allotted to this skill.

Criterion (Expected Outcome)

70% of a sampling of Math 1314 students will demonstrate success at solving quadratic equations and radical equations by earning at least 70% of the points allotted to this topic on the test.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

718 students, from 47 sections of Math 1314, representing all 3 campuses of TVCC which offer Math 1314 and 14 high schools which offer Math 1314 with TVCC part-time or full-time faculty as instructors, were assessed for this learning outcome. 76% of face to face students were successful, while 83% of internet students were successful. 15% of reported face to face students and 24% of reported internet students were unavailable for assessment. This probably reflects the drop out rates in face to face and internet Math 1314 sections respectively.

Analysis & Evaluation

Since the goal was to have at least 70% of students assessed rated as successful, the goal was met. The lower success rate for face to face students may be related to the apparent higher drop out rate for internet students. Perhaps marginal students are more likely to drop out in internet sections than in face to face sections.

Changes as a Result of Evaluation

Math faculty will choose a common set of questions (with a pool of questions of each type of equation to be solved - rational, radical, logarithmic, and exponential) to be used for assessment of this learning outcome next year.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of students assessed rated as successful, the goal was met. The lower success rate for face to face students may be related to the apparent higher drop out rate for internet students. Perhaps marginal students are more likely to drop out in internet sections than in face to face sections.

Changes as a Result of Evaluation – Distance Learning

Math faculty will choose a common set of questions (with a pool of questions of each type of equation to be solved - rational, radical, logarithmic, and exponential) to be used for assessment of this learning outcome next year

Mathematics Education (MATH.1324)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students should be able to apply basic matrix operations, including linear programming methods, to solve application problems.

Implementation 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 linear programming problems.

Assessment Method

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 - 70% of the points allotted to this skill. Empirical and Quantitative - 70% of the points allotted to this skill. Critical Thinking - 70% of the points allotted to this skill.

Criterion (Expected Outcome)

70% 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 70% of the points allotted to this topic on the test. Student's work will be graded on each student's written step-by-step justification (choices of pivots/row operations).

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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 developing and interpreting that information in order to communicate their methods and 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.

Results

Data Summary

87 students, from 6 sections of Math 1324 representing two campuses of TVCC, were assessed for communication skills. 80% of face to face students assessed were successful, while 89% of internet students assessed were successful. 18% of face to face students enrolled were not assessed (already dropped the course by the time the assessment test was given or for some other reason were not given the assessment test). 38% of internet students enrolled were not assessed.

Analysis & Evaluation

Since the percent goal of students assessed as successful in communication was 70%, both the face to face sections and the internet sections exceeded the goal. Internet sections actually had a higher success rate among assessed students (89% versus 80%) than face to face sections. However, the internet sections also had a higher percent of students who were not available for assessment (38% versus 18%) probably indicating a higher drop out rate before the assessment was administered.

Changes as a Result of Evaluation

Faculty decided to keep the same learning outcome for next year but to increase the goal percent of students who will succeed. The reason given for staying with assessment of matrices and linear programming was that this learning outcome is the focus of much of the other material in the course.

Analysis & Evaluation – Distance Learning

89% of distance learning students assessed were successful in communication. This is a great result (higher than the face to face result of 80% successful). However, the 38% of enrolled distance learning students who were unavailable for assessment is a problem. That could mean that up to 38% of internet students dropped out before the assessment or were not able to take the communication leap assessment during the time it was available.

Changes as a Result of Evaluation – Distance Learning

Math faculty have decided to keep the same learning outcome (matrices and linear programming) for next year, but to raise the goal percent for successful students in communication. If the rather high rate of students who were not assessed in distance education classes can be reduced by increased value being placed on students' taking of the assessment, than this will be another strategy employed.

Mathematics Education (MATH.1324)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students should be able to apply basic matrix operations, including linear programming methods, to solve application problems.

Implementation 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.

Assessment Method

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 - 70% of the points allotted to this skill. Empirical and Quantitative - 70% of the points allotted to this skill. Critical Thinking - 70% of the points allotted to this skill.

Criterion (Expected Outcome)

70% of a sampling of Math 1324 students will demonstrate success at analyzing application problems, choosing among linear programming methods and applying basic matrix operations by earning at least 70% of the points allotted to this topic on the test. Student work will be graded on each student's written step-by-step justification (choices of pivots/row operations).

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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 application problems and then effectively developing and interpreting that information in order to communicate their methods and 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.

Results

Data Summary

87 students from all 6 sections of Math 1324 offered, representing two campuses of TVCC, were assessed. 76% of assessed face to face students were assessed as successful in critical thinking. 89% of assessed distance learning students were assessed as successful in critical thinking. Also of note: 18% of face to face student enrolled were not assessed, while 38% of distance learning students were not assessed.

Analysis & Evaluation

Since the goal for both face to face students and distance learning students assessed in critical thinking was 70%, we exceeded the goal. 18% of students enrolled in face to face sections of Math 1324 were unavailable for assessment in critical thinking, while 38% of students enrolled in distance education sections were unavailable for assessment in critical thinking. The math department believes that this indicates a higher tendency of marginal students to drop out or avoid assessments if they are distance education students than if they are in face to face sections.

Changes as a Result of Evaluation

The math department has discussed whether all the assessments we make should be measured against enrollment or against numbers of assessed students. The department believes that a true evaluation should be measured against the numbers of students actually assessed. Our assessments are not assignments given to all students but are rather tests given during specific time periods. Students who are not assessed might well have been successful in the learning outcome tested but were not available during the designated time for assessment. Since the sample of students assessed is large, the department continues to choose to set benchmarks for individual success and goals for a percent of students who will be successful based upon the number of students assessed. The same learning outcome, matrices and linear programming, is the best vehicle to assess critical thinking, and the math department will use it again, but will raise the percent goal of students who should achieve success for the coming year.

Analysis & Evaluation – Distance Learning

Since the goal percent of students assessed as successful in critical thinking was 70%, the goal was exceeded in distance learning sections (89% successful). The 38% of enrolled students who were not available for assessment is high, but may reflect the very nature of distance education students.

Changes as a Result of Evaluation – Distance Learning

The math department will use the same learning outcome again (matrices and linear programming) since it is central to the focus of the course. However, the department will increase the percent goal of students who will be assessed as successful. The relatively high rate of non-assessed distance education students should be addressed by encouraging distance education students to take the leap assessment and by on-going efforts to lower drop out rates in distance education sections.

Mathematics Education (MATH.1324)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students should be able to apply basic matrix operations, including linear programming methods, to solve application problems.

Implementation 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.

Assessment Method

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 - 70% of the points allotted to this skill. Empirical and Quantitative - 70% of the points allotted to this skill. Critical Thinking - 70% of the points allotted to this skill.

Criterion (Expected Outcome)

70% of a sampling of Math 1324 students will demonstrate success at solving application problems, including linear programming methods and basic matrix operations by earning at least 70% of the points allotted to this topic on the test. Student's work will be graded on each student's written step-by-step justification (choices of pivots/row operations).

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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 application problems and then effectively developing and interpreting 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 to complete the solutions including modeling of written problems and then solving them with matrices.

Results

Data Summary

87 students, from 6 sections of Math 1324 representing two campuses of TVCC were assessed. 63% of assessed face to face students were successful. 89% of assessed distance education students were successful. 18% of enrolled face to face students were unavailable for assessment. 38% of distance education students were unavailable for assessment.

Analysis & Evaluation

Since the goal percent for success for face to face students was 70%, the goal was not met for these students. Some students who were successful at communicating their work and choosing an appropriate method of solution did not persevere to complete the solution of the problem.

Changes as a Result of Evaluation

Increased emphasis will be placed on completing the solution to these complex problems. Students who quit part way through a problem cannot be considered as successful in mathematical reasoning. Patience, perseverance, and commitment to completion are important mind-sets that affect a student's ability demonstrate mathematical skills. The same percent goal for successful assessed students will be kept for one more year.

Analysis & Evaluation – Distance Learning

Since the percent goal for successful assessed students was 70%, the goal was exceeded. A relatively high percent (38%) of enrolled students were unavailable for assessment in empirical and quantitative reasoning.

Changes as a Result of Evaluation – Distance Learning

Since distance education students assessed in Math 1324 for empirical and quantitative reasoning met the goal of 70% or greater, the emphasis on change in distance education sections of Math 1324 needs to be placed on decreasing the percent of students who are unavailable for assessment. Encouraging marginal students to persevere and commit to completion is a similar strategy to that which will be employed for students in face to face classes.

Mathematics Education (MATH.1325)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Successful students will solve optimization problems with emphasis on business and social sciences applications. (Learning Outcome #4)

Implementation Strategy

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully solve optimization problems and to successfully communicate their detailed solutions in written form.

Assessment Method

Math 1325 instructors will include on a test or tests a block of questions asking students to optimize functions representing business or social science objectives . Students will be deemed successful if they earn: Critical Thinking - 70% of the points allotted to this skill.

Criterion (Expected Outcome)

70% of Math 2320 students assessed will be successful at communication by scoring 70% of the points allotted to this skill.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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 developing and interpreting that information in order to communicate their methods and 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 using derivatives and the first derivative test and/or the second derivative test to optimize the objective function.

Results

Data Summary

43 students of 54 enrolled students, from the only 3 sections of Math 1324 that were offered, representing two campuses of TVCC, were assessed in communication. 84% of those assessed overall

were successful. 76% of those assessed in face to face classes were successful. 91% of those assessed in distance learning sections were successful. 5% of students enrolled in face to face sections were not available for assessment. 31% of students enrolled in internet sections were not available for assessment. A scheduled assessment test is given rather than an assignment given to all enrolled students. Therefore, students who were not assessed were not included in the data for success.

Analysis & Evaluation

Since the percent goal for student success was 70%, the goal was exceeded by both face to face and distance education sections. There is a significant difference between the percent of face to face students (5%) who were not available for assessment and the percent of distance education students (31%) unavailable for assessment.

Changes as a Result of Evaluation

Since all groups were successful, the math department has decided to choose a different learning outcome to assess next year.

Analysis & Evaluation – Distance Learning

Since 91% of distance learning students assessed were successful at communication, the goal was exceeded. 31% of distance learning students enrolled were not available for assessment. That probably indicates that marginal distance learning students persist at a lower rate than face to face students.

Changes as a Result of Evaluation – Distance Learning

A different learning outcome will be chosen for next year. Increased emphasis on persistence and commitment to completion is indicated, especially for distance education students.

Mathematics Education (MATH.1325)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Successful students will solve optimization problems with emphasis on business and social sciences applications. (Learning Outcome #4)

Implementation Strategy

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully solve optimization problems using first and/or second derivative tests to identify relative maxima or minima and to apply these methods to optimize objective functions in business and social sciences.

Assessment Method

Math 1325 instructors will include on a test or tests a block of questions asking students to optimize functions representing business or social science objectives . Students will be deemed successful if they earn: Critical Thinking - 70% of the points allotted to this skill.

Criterion (Expected Outcome)

70% of Math 2320 students assessed will be successful at critical thinking by scoring 70% of the points allotted to this skill.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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 application problems and then effectively developing and interpreting that information in order to communicate their methods and 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 using derivatives and the first derivative test and/or the second derivative test to optimize the objective function.

Results

Data Summary

43 students of 54 enrolled in Math 1325, from 3 sections of Math 1325, representing two campuses of TVCC, were assessed for critical thinking. Overall 86% of students assessed were successful. In face to face sections, 81% of students assessed were successful. In the distance education section 91% of assessed students were successful. In face to face sections, 5% of students were unavailable when the assessment was administered. In the distance education section 31% were not assessed. Since the assessments for this class are scheduled tests, rather than assignments given to all enrolled students, only assessed students were counted in the percent successful.

Analysis & Evaluation

Since the goal percent for student success on critical thinking was 70%, the department met that goal for face to face students, distance education students, and for all students. The percent of students who did not take the assessment test was much larger for distance education students (31%) than for face to face students (5%). Marginal students may just be more likely to drop out or avoid the assessment test if they are in an internet section than in a face to face section.

Changes as a Result of Evaluation

Since all groups were successful, the math department has decided to choose a different learning outcome to assess next year.

Analysis & Evaluation – Distance Learning

Since 91% of distance learning students assessed were successful at critical thinking, the goal was exceeded. 31% of distance learning students enrolled were not available for assessment. That probably indicates that marginal distance learning students persist at a lower rate than face to face students.

Changes as a Result of Evaluation – Distance Learning

A different learning outcome will be chosen for next year. Increased emphasis on persistence and commitment to completion is indicated, especially for distance education students.

Mathematics Education (MATH.1325)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Successful students will solve optimization problems with emphasis on business and social sciences applications. (Learning Outcome #4)

Implementation Strategy

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully solve optimization problems using first and/or second derivative tests to identify relative maxima or minima and to apply these methods to optimize objective functions in business and social sciences.

Assessment Method

Math 1325 instructors will include on a test or tests a block of questions asking students to optimize functions representing business or social science objectives. Students will be deemed successful if they earn: Empirical and Quantitative Reasoning - 70% of the points allotted to this skill.

Criterion (Expected Outcome)

70% of Math 2320 students assessed will be successful at empirical and quantitative reasoning by scoring 70% of the points allotted to this skill.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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 application problems and then effectively developing and interpreting that information in order to communicate their methods and 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 using derivatives and the first derivative test and/or the second derivative test to optimize the objective function.

Results

Data Summary

43 students of 54 enrolled students were assessed. They represented all three sections of Math 1325 offered on the two campuses which offered Math 1325. 84% overall, 76% of face to face assessed students, and 91% of assessed distance education students were rated successful. 5% of face to face students and 31% of distance education students were not available for the assessment test.

Analysis & Evaluation

Since the goal percent for student success on empirical and quantitative reasoning was 70%, the department met that goal for face to face students, distance education students, and for all students. The percent of students who did not take the assessment test was much larger for distance education students (31%) than for face to face students (5%). Marginal students may just be more likely to drop out or avoid the assessment test if they are in an internet section than in a face to face section.

Changes as a Result of Evaluation

A different learning outcome will be chosen for next year. Increased emphasis on persistence and commitment to completion is indicated, especially for distance education students.

Analysis & Evaluation – Distance Learning

Since 91% of distance learning students assessed were successful at empirical and quantitative reasoning, the goal was exceeded. 31% of distance learning students enrolled were not available for assessment. That probably indicates that marginal distance learning students persist at a lower rate than face to face students.

Changes as a Result of Evaluation – Distance Learning

A different learning outcome will be chosen for next year. Increased emphasis on persistence and commitment to completion is indicated, especially for distance education students.

Mathematics Education (MATH.1332)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will be able to use percentages to calculate percent change and difference and to interpret statistical data.

Implementation Strategy

Homework and tests will require analysis of statistical data and interpretation of data to calculate percent change and difference and to communicate statistical results.

Assessment Method

Math 1332 instructors will include, on a test or tests, questions requiring students to identify, interpret, and calculate using percentages and to apply percentages to statistical data. Students assessed will be deemed successful at communication on this outcome if they earn 70% of the points allotted for communication.

Criterion (Expected Outcome)

70% of students assessed will be successful by earning 70% of the points allotted for communication.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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 on a test or tests.

Results

Data Summary

62 students, from all 6 sections of Math 1332, representing the Athens campus of TVCC and two Texas Department of Criminal Justice (TDCJ) units where TVCC instructors teach Math 1332, were assessed. 91% of assessed face to face students were successful. 69% of assessed internet students were successful.

Analysis & Evaluation

Since the goal was to have at least 70% of students assessed rated as successful, the goal was exceeded.

Changes as a Result of Evaluation

Math faculty will choose a different learning outcome from the new Master Syllabus for the assessment of this outcome next year.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed student rated as successful, the goal was not quite met, but was very close.

Changes as a Result of Evaluation – Distance Learning

Math faculty will choose a different learning outcome from the new Master Syllabus for the assessment of this outcome next year.

Mathematics Education (MATH.1332)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will be able to use percentages to calculate percent change and difference and to interpret statistical data.

Implementation Strategy

Homework and tests will require analysis of statistical data and interpretation of data to calculate percent change and difference and to communicate statistical results.

Assessment Method

Math 1332 instructors will include on a test or tests questions requiring students to identify, interpret, and calculate percent change and difference and to apply percentages to statistical data. Students assessed will be deemed successful at critical thinking on this outcome if they earn 70% of the points allotted for critical thinking.

Criterion (Expected Outcome)

70% of students assessed will be deemed successful at critical thinking on this outcome by earning 70% of the points allotted for critical thinking.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

Critical Thinking Skills - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. Homework and tests will require analysis of statistical data and synthesis and interpretation of data to calculate percent change and difference.

Results

Data Summary

62 students, from all 6 sections of Math 1332, representing the Athens campus of TVCC and two Texas Department of Criminal Justice (TDCJ) units where TVCC instructors teach Math 1332, were assessed. 78% of assessed face to face students were successful. 69% of assessed internet students were successful.

Analysis & Evaluation

Since the goal was to have at least 70% of students assessed rated as successful, the goal was met.

Changes as a Result of Evaluation

Math faculty will choose a different learning outcome from the new Master Syllabus for the assessment of this outcome next year.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated as successful, the goal was not quite met.

Changes as a Result of Evaluation – Distance Learning

Math faculty will choose a different learning outcome from the new Master Syllabus for the assessment of this outcome next year.

Mathematics Education (MATH.1332)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will be able to use percentages to calculate percent change and difference and to interpret statistical data.

Implementation Strategy

Homework and tests will require analysis of statistical data and interpretation of data to calculate percent change and difference and to communicate statistical results.

Assessment Method

Math 1332 instructors will include, on a test or tests, questions requiring students to identify, interpret, and calculate using percentages and to apply percentages to statistical data. Students assessed will be deemed successful at empirical and quantitative reasoning on this outcome if they earn 70% of the points allotted for empirical and quantitative reasoning.

Criterion (Expected Outcome)

70% of students assessed will be successful by earning 70% of the points allotted for empirical and quantitative reasoning.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

Empirical and Quantitative Skills - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. Students will obviously manipulate and analyze numerical data while calculating percentage change and difference.

Results

Data Summary

62 students, from all 6 sections of Math 1332, representing the Athens campus of TVCC and two Texas Department of Criminal Justice (TDCJ) units where TVCC instructors teach Math 1332, were assessed. 89% of assessed face to face students were successful. 76% of assessed internet students were successful.

Analysis & Evaluation

Since the goal was to have at least 70% of students assessed rated as successful, the goal was exceeded.

Changes as a Result of Evaluation

Math faculty will choose a different learning outcome from the new Master Syllabus for the assessment of this outcome next year.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated as successful, the goal was met.

Changes as a Result of Evaluation – Distance Learning

Math faculty will choose a different learning outcome from the new Master Syllabus for the assessment of this outcome next year.

Mathematics Education (MATH.1342)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students should recognize, examine, and interpret the basic principles of describing and presenting data. (Course Learning Objective 2)

Implementation 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.

Assessment Method

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 70% of the points allotted to this skill.

Criterion (Expected Outcome)

At least 70% 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 70% of the points allotted to this topic on the assessment used.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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 analysis in order to communicate their findings in writing.

Results

Data Summary

503 students, from all 34 sections of Math 1342 offered, representing all 3 TVCC campuses and 6 high schools where Math 1342 is taught by full time or part time TVCC instructors, were assessed for this learning outcome. 92% of face to face students and 90% of internet students were successful.13%

(52/407) of reported face to face students were not available for assessment, while 30% (62/210) reported internet students were not available for assessment.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated as successful, the goal was far exceeded.

Changes as a Result of Evaluation

Math faculty have chosen a different learning outcome from the Master Syllabus with which to assess all leaps in Math 1342 next year.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated as successful, the goal was far exceeded. The higher rate of reported but not assessed distance education students is probably reflective of a higher drop out rate in internet classes.

Changes as a Result of Evaluation – Distance Learning

Math faculty have chosen a different learning outcome from the Master Syllabus with which to assess all leaps in Math 1342 next year.

Mathematics Education (MATH.1342)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students should recognize, examine, and interpret the basic principles of describing and presenting data. (Course Learning Objective 2)

Implementation 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.

Assessment Method

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 70% of the points allotted to this skill.

Criterion (Expected Outcome)

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 70% of the points allotted to this skill.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

503 students, from all 34 sections of Math 1342 offered, representing all 3 TVCC campuses and 6 high schools where Math 1342 is taught by full time or part time TVCC instructors, were assessed for this learning outcome. 90% of face to face students and 91% of internet students were successful.13%

(54/407) of reported face to face students were not available for assessment, while 30% (62/210) reported internet students were not available for assessment.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated as successful, the goal was far exceeded.

Changes as a Result of Evaluation

Math faculty have chosen a different learning outcome from the Master Syllabus with which to assess all leaps in Math 1342 next year.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated as successful, the goal was far exceeded. The higher rate of reported but not assessed distance education students is probably reflective of a higher drop out rate in internet classes.

Changes as a Result of Evaluation – Distance Learning

Math faculty have chosen a different learning outcome from the Master Syllabus with which to assess all leaps in Math 1342 next year.

Mathematics Education (MATH.1342)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students should recognize, examine, and interpret the basic principles of describing and presenting data. (Course Learning Objective 2)

Implementation 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.

Assessment Method

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 using empirical and quantitative skills if they earn 70% of the points allotted to this skill.

Criterion (Expected Outcome)

At least 70% of a sampling of Math 1342 students will demonstrate success at using empirical and quantitative skills to recognize, examine, and interpret the basic principles of describing and presenting data by earning at least 70% of the points allotted to this topic on the assessment used.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

Empirical and Quantitative Skills - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. In the course of recognizing, interpreting, analyzing, and presenting data students will use empirical and quantitative skills to analyze and calculate data.

Results

Data Summary

503 students, from all 34 sections of Math 1342 offered, representing all 3 TVCC campuses and 6 high schools where Math 1342 is taught by full time or part time TVCC instructors, were assessed for this learning outcome. 89% of face to face students and 90% of internet students were successful.13%

(54/407) of reported face to face students were not available for assessment, while 30% (62/210) reported internet students were not available for assessment.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated as successful, the goal was far exceeded.

Changes as a Result of Evaluation

Math faculty have chosen a different learning outcome from the Master Syllabus with which to assess all leaps in Math 1342 next year.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated as successful, the goal was far exceeded. The higher rate of reported but not assessed distance education students is probably reflective of a higher drop out rate in internet classes.

Changes as a Result of Evaluation – Distance Learning

Math faculty have chosen a different learning outcome from the Master Syllabus with which to assess all leaps in Math 1342 next year.

Mathematics Education (MATH.1350)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

The successful student should learn to apply the development of the real number system to problem solving and critical thinking.

Implementation Strategy

Homework, class activities, and tests will be used to apply the development of the real number system to problem solving and critical thinking.

Assessment 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 70% of the points allotted to the CORE Objective of Communication on this topic

Criterion (Expected Outcome)

70% of Math 1350 students assessed will be successful at communication by scoring 70% of the points allotted to this skill.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

34 students from 3 sections of Math 1350 representing 3 campuses of TVCC. 100% of students assessed were rated successful at communication.

Analysis & Evaluation

Since the goal was for at least 70% of students to be successful, the goal was exceeded.

Changes as a Result of Evaluation

A higher goal percent of successful students will be set for next year.

Analysis & Evaluation – Distance Learning

No distance learning section of Math 1350 was offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning sections of Math 1350 are planned for next year.

Mathematics Education (MATH.1350)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

The successful student should learn to apply the development of the real number system to problem solving and critical thinking.

Implementation Strategy

Homework, class activities, and tests will be used to apply the development of the real number system to problem solving and critical thinking.

Assessment 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 70% of the points allotted to the CORE Objective of Critical Thinking on this topic.

Criterion (Expected Outcome)

70% of Math 1350 students assessed will be successful at critical thinking by scoring 70% of the points allotted to this skill.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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 problems and solving and showing step-by-step justification for their solutions.

Results

Data Summary

34 students from 3 sections of Math 1350 representing 3 campuses of TVCC. 100% of students assessed were rated successful at critical thinking.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated successful at critical thinking skills, the goal was exceeded.

Changes as a Result of Evaluation

A new and higher goal for a percent of students rated successful in critical thinking will be chosen.

Analysis & Evaluation – Distance Learning

No distance learning sections of Math 1350 were offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning sections of Math 1350 are planned for next year.

Mathematics Education (MATH.1350)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

The successful student should learn to apply the development of the real number system to problem solving and critical thinking.

Implementation Strategy

Homework, class activities, and tests will be used to apply the development of the real number system to problem solving and critical thinking.

Assessment 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 70% of the points allotted to the CORE Objective of Empirical and Quantitative Reasoning on this topic.

Criterion (Expected Outcome)

70% of Math 1350 students assessed will be successful at empirical and quantitative reasoning by scoring 70% of the points allotted to this skill.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

34 students from 3 sections of Math 1350 representing 3 campuses of TVCC. 97% of students assessed were rated successful at empirical and quantitative reasoning.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated successful at empirical and quantitative reasoning, the goal was exceeded.

Changes as a Result of Evaluation

A higher goal for a percent of students rated successful in empirical and quantitative reasoning will be chosen.

Analysis & Evaluation – Distance Learning

No distance education sections of Math 1350 were offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning sections of Math 1350 are planned for next year.

Mathematics Education (MATH.1351)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

The successful student should learn to use manipulatives and technology to help young students learn about mathematics.

Implementation Strategy

Homework, quizzes, presentations, and tests will be utilized to show students have learned to use manipulatives and technology to help their future students learn about mathematics. Students will take mathematical topics and apply a step-by-step approach using manipulatives and technology, write justification of their methods and solutions, and evaluate the reasonableness of the solution. Students will need to show a connection with the topic at hand and the content being taught, in the form of oral or written presentation. Meanwhile, the logic and mechanics of the presentation will be assessed. He/she will be required to generate alternative ways, using manipulatives and technology, to show an objective or specific goal and be able to apply the principle to a new situation.

Assessment Method

Math 1351 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 70% of the points allotted to the CORE Objective of Communication on this topic.

Criterion (Expected Outcome)

70% of Math 1351 students assessed will be successful at communication by scoring 70% of the points allotted to this skill.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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 skills by having to show logic and correct format in their written or oral presentations and to connect the work to the lesson at hand.

Results

Data Summary

28 students from all 3 sections of Math 1351 offered, representing all 3 campuses of TVCC where Math 1351 is offered, were assessed. 96% of students assessed were rated successful.

Analysis & Evaluation

Since the goal was to have at least 70% of students assessed rated as successful, the goal was exceeded.

Changes as a Result of Evaluation

A different student learning outcome will be chosen for next year.

Analysis & Evaluation – Distance Learning

No distance learning sections of Math 1351 were offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning sections of Math 1351 are planned for next year.

Mathematics Education (MATH.1351)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

The successful student should learn to use manipulatives and technology to help young students learn about mathematics.

Implementation Strategy

Homework, quizzes, presentations, and tests will be utilized to show students have learned to use manipulatives and technology to help their future students learn about mathematics. Students will take mathematical topics and apply a step-by-step approach using manipulatives and technology, write justification of their methods and solutions, and evaluate the reasonableness of the solution. Students will need to show a connection with the topic at hand and the content being taught, in the form of oral or written presentation. Meanwhile, the logic and mechanics of the presentation will be assessed. He/she will be required to generate alternative ways, using manipulatives and technology, to show an objective or specific goal and be able to apply the principle to a new situation.

Assessment Method

Math 1351 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 70% of the points allotted to the CORE Objective of Critical Thinking on this topic

Criterion (Expected Outcome)

70% of Math 1351 students assessed will be successful on critical thinking by scoring 70% of the points allotted to this skill.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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 manipulative methods and connecting them and contrasting them to more traditional methods of learning to understand mathematics.

Results

Data Summary

28 students from all 3 sections of Math 1351, representing all 3 campuses of TVCC which offer Math 1351, were assessed. 100% of students assessed were rated successful.

Analysis & Evaluation

Since the goal was to have at least 70% of students assessed rated as successful at critical thinking, the goal was exceeded.

Changes as a Result of Evaluation

A different student learning outcome will be chosen to evaluate for critical thinking next year.

Analysis & Evaluation – Distance Learning

No distance learning sections of math 1351 were offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning sections of Math 1351 are planned for next year.

Mathematics Education (MATH.1351)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

The successful student should learn to use manipulatives and technology to help young students learn about mathematics.

Implementation Strategy

Homework, quizzes, presentations, and tests will be utilized to show students have learned to use manipulatives and technology to help their future students learn about mathematics. Students will take mathematical topics and apply a step-by-step approach using manipulatives and technology, write justification of their methods, reach conclusions, and evaluate the reasonableness of the solution. Students will need to show a connection with the topic at hand and the content being taught, in the form of oral or written presentation. Meanwhile, the logic and mechanics of the presentation will be assessed. He/she will be required to generate alternative ways, using manipulatives and technology, to show an objective or specific goal and be able to apply the principle to a new situation.

Assessment Method

Math 1351 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 70% of the points allotted to the CORE Objective of Empirical and Quantitative Reasoning on this topic.

Criterion (Expected Outcome)

70% of Math 1351 students assessed will be successful at empirical and quantitative reasoning by scoring 70% of the points allotted to this skill.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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 relating manipulative methods to established mathematical methods and using both to solve problems and analyze those problems and solutions to reach informed conclusions.

Results

Data Summary

28 students from all 3 sections of Math 1351, representing all 3 campuses of TVCC which offer Math 1351, were assessed for empirical and quantitative reasoning. 100% of students assessed were rated successful.

Analysis & Evaluation

Since the goal was to have 70% of assessed students rated as successful in empirical and quantitative reasoning, the goal was exceeded.

Changes as a Result of Evaluation

A different student learning outcome will be selected for evaluation of empirical and quantitative reasoning for next year.

Analysis & Evaluation – Distance Learning

No distance learning sections of Math 1351 were offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning sections of Math 1351 are planned for next year.

Mathematics Education (MATH.2312)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Recognize and apply algebraic and transcendental functions and solve related equations. In particular, this outcome is that students be able to solve trigonometric equations

Implementation Strategy

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully solve trigonometric equations.

Assessment Method

Math 2314 instructors will include on a test or tests a block of questions asking students to solve trigonometric equations while clearly communicating their choice(s) of method(s) and their step-by-step solution(s) to the problems. Students will be deemed successful at the Core Objective of Communication if they earn 70% of the points allotted to this skill.

Criterion (Expected Outcome)

70% of a sampling of Math 2314 students will demonstrate success at communicating their ability to solve trigonometric equations by earning at least 70% of the points allotted to this topic on the test(s).

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

110 students, from 11 sections of Math 2312, representing 2 TVCC campuses and 4 high schools where TVCC full-time or part-time instructors taught sections of Math 2312, were assessed for communication. 76% of face to face students assessed and 90% of internet students assessed were successful. 10% of face to face reported students were not available for assessment, while 19% of internet reported students were not available for assessment.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated as successful, the goal was met. The success rate for internet students was significantly higher and might be connected to the higher rate of non-assessed but reported students in internet sections. It's possible that marginal internet students are more likely to drop out than marginal face to face students.

Changes as a Result of Evaluation

Math faculty will choose a different learning outcome from the Master Syllabus for Math 2312 for assessment of this leap next year.

Analysis & Evaluation – Distance Learning

Once the goal was to have at least 70% of assessed students rated as successful, the goal was met. The success rate for internet students was significantly higher and might be connected to the higher rate of non-assessed but reported students in internet sections. It's possible that marginal internet students are more likely to drop out than marginal face to face students.

Changes as a Result of Evaluation – Distance Learning

Math faculty will choose a different learning outcome from the Master Syllabus for Math 2312 for assessment of this leap next year.

Mathematics Education (MATH.2312)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Recognize and apply algebraic and transcendental functions and solve related equations. In particular, this outcome is that students be able to solve trigonometric equations.

Implementation Strategy

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully solve trigonometric equations.

Assessment Method

Math 2314 instructors will include on a test or tests a block of questions asking students to solve trigonometric equations while clearly communicating their choice(s) of method(s) and their step-by-step solution(s) to the problems. Students will be deemed successful at the Core Objective of Critical Thinking if they earn 70% of the points allotted to this skill.

Criterion (Expected Outcome)

70% of a sampling of Math 2314 students will demonstrate success at using critical thinking to solve trigonometric equations by earning at least 70% of the points allotted to this topic on the test(s).

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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 trigonometric functions involved. They will also apply principles for solving linear equations and quadratic equations within the solution of the trigonometric equations and to connect the different kinds of equations.

Results

Data Summary

110 students, from 11 sections of Math 2312, representing 2 TVCC campuses and 4 high schools where TVCC full-time or part-time instructors taught sections of Math 2312, were assessed for communication. 69% of face to face students assessed and 79% of internet students assessed were successful. Overall

the success rate was 73%.10% of face to face reported students were not available for assessment, while 19% of internet reported students were not available for assessment.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated as successful, the goal was met overall but was not quite met by face to face students. The success rate for internet students was significantly higher and might be connected to the higher rate of non-assessed but reported students in internet sections. It's possible that marginal internet students are more likely to drop out than marginal face to face students.

Changes as a Result of Evaluation

Math faculty will choose a different learning outcome from the Master Syllabus for Math 2312 for assessment of this leap next year.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated as successful, the goal was met. The success rate for internet students was significantly higher and might be connected to the higher rate of non-assessed but reported students in internet sections. It's possible that marginal internet students are more likely to drop out than marginal face to face students.

Changes as a Result of Evaluation – Distance Learning

Math faculty will choose a different learning outcome from the Master Syllabus for Math 2312 for assessment of this leap next year.

Mathematics Education (MATH.2312)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Recognize and apply algebraic and transcendental functions and solve related equations. In particular, this outcome is that students be able to solve trigonometric equations.

Implementation Strategy

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully solve trigonometric equations.

Assessment Method

Math 2314 instructors will include on a test or tests a block of questions asking students to solve trigonometric equations while clearly communicating their choice(s) of method(s) and their step-by-step solution(s) to the problems. Students will be deemed successful at the Core Objective of Empirical and Quantitative Reasoning if they earn 70% of the points allotted to this skill.

Criterion (Expected Outcome)

70% of a sampling of Math 2314 students will demonstrate success in applying empirical and quantitative reasoning to solve trigonometric equations by earning at least 70% of the points allotted to this topic on the test(s).

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

Relationship to General Education Outcomes

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.

Results

Data Summary

110 students, from 11 sections of Math 2312, representing 2 TVCC campuses and 4 high schools where TVCC full-time or part-time instructors taught sections of Math 2312, were assessed for communication. 76% of face to face students assessed and 88% of internet students assessed were successful. 10% of

face to face reported students were not available for assessment, while 19% of internet reported students were not available for assessment.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated as successful, the goal was met. The success rate for internet students was significantly higher and might be connected to the higher rate of non-assessed but reported students in internet sections. It's possible that marginal internet students are more likely to drop out than marginal face to face students.

Changes as a Result of Evaluation

Math faculty will choose a different learning outcome from the Master Syllabus for Math 2312 for assessment of this leap next year.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated as successful, the goal was met. The success rate for internet students was significantly higher and might be connected to the higher rate of non-assessed but reported students in internet sections. It's possible that marginal internet students are more likely to drop out than marginal face to face students.

Changes as a Result of Evaluation – Distance Learning

Math faculty will choose a different learning outcome from the Master Syllabus for Math 2312 for assessment of this leap next year.

Mathematics Education (MATH.2318)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will be able to solve systems of linear equations using multiple methods, including Gaussian elimination and matrix inversion. (Learning Outcome #1)

Implementation 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 linear systems using matrices.

Assessment Method

Math 2318 instructors will include on a test or tests a block of questions asking students to solve systems of linear equations using matrices in Gaussian elimination and/or matrix inversion. Students will be deemed successful at this skill if they earn: Communication - 70% of the points allotted to this skill. Empirical and Quantitative - 70% of the points allotted to this skill. Critical Thinking - 70% of the points allotted to this skill.

Criterion (Expected Outcome)

70% of a sampling of Math 2318 students will demonstrate success at communicating their ability to solve systems of linear equations using matrix operations in Gaussian elimination and/or matrix inversion by earning at least 70% of the points allotted to this topic on the test. Each student's work will be graded on the student's written step-by-step justification for all operations.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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 information contained in linear equations and then effectively developing and interpreting that information in order to communicate their methods and 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 using matrices.

Results

Data Summary

No Fall 2015 or Spring 2016 sections of Math 2318 had enough enrollment to let the class proceed.

Analysis & Evaluation

No Fall 2015 or Spring 2016 sections of Math 2318 had enough enrollment to let the class proceed.

Changes as a Result of Evaluation

No Fall 2015 or Spring 2016 sections of Math 2318 had enough enrollment to let the class proceed.

Analysis & Evaluation – Distance Learning

No Fall 2015 or Spring 2016 sections of Math 2318 had enough enrollment to let the class proceed.

Changes as a Result of Evaluation – Distance Learning

No Fall 2015 or Spring 2016 sections of Math 2318 had enough enrollment to let the class proceed.

Mathematics Education (MATH.2318)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will be able to solve systems of linear equations using multiple methods, including Gaussian elimination and matrix inversion. (Learning Outcome #1)

Implementation 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 linear systems using matrices.

Assessment Method

Math 2318 instructors will include on a test or tests a block of questions asking students to solve systems of linear equations using matrices in Gaussian elimination and/or matrix inversion. Students will be deemed successful at this skill if they earn: Communication - 70% of the points allotted to this skill. Empirical and Quantitative - 70% of the points allotted to this skill. Critical Thinking - 70% of the points allotted to this skill.

Criterion (Expected Outcome)

70% of a sampling of Math 2318 students will demonstrate success at thinking critically to solve systems of linear equations using matrix operations in Gaussian elimination and/or matrix inversion by earning at least 70% of the points allotted to this topic on the test. Each student's work will be graded on the student's written step-by-step justification for all operations

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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 information contained in linear equations and then effectively developing and interpreting that information in order to communicate their methods and 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 using matrices.

Results

Data Summary

No Fall 2015 or Spring 2016 sections of Math 2318 had enough enrollment to let the class proceed.

Analysis & Evaluation

No Fall 2015 or Spring 2016 sections of Math 2318 had enough enrollment to let the class proceed.

Changes as a Result of Evaluation

No Fall 2015 or Spring 2016 sections of Math 2318 had enough enrollment to let the class proceed.

Analysis & Evaluation – Distance Learning

No Fall 2015 or Spring 2016 sections of Math 2318 had enough enrollment to let the class proceed.

Changes as a Result of Evaluation – Distance Learning

No Fall 2015 or Spring 2016 sections of Math 2318 had enough enrollment to let the class proceed.

Mathematics Education (MATH.2318)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will be able to solve systems of linear equations using multiple methods, including Gaussian elimination and matrix inversion. (Learning Outcome #1)

Implementation 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 linear systems using matrices.

Assessment Method

Math 2318 instructors will include on a test or tests a block of questions asking students to solve systems of linear equations using matrices in Gaussian elimination and/or matrix inversion. Students will be deemed successful at this skill if they earn: Communication - 70% of the points allotted to this skill. Empirical and Quantitative - 70% of the points allotted to this skill. Critical Thinking - 70% of the points allotted to this skill.

Criterion (Expected Outcome)

Math 2318 instructors will include on a test or tests a block of questions asking students to solve systems of linear equations using matrices in Gaussian elimination and/or matrix inversion. Students will be deemed successful at this skill if they earn: Communication - 70% of the points allotted to this skill. Empirical and Quantitative - 70% of the points allotted to this skill. Critical Thinking - 70% of the points allotted to this skill.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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 information contained in linear equations and then effectively developing and interpreting that information in order to communicate their methods and 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 using matrices.

Results

Data Summary

No Fall 2015 or Spring 2016 sections of Math 2318 had enough enrollment to let the class proceed.

Analysis & Evaluation

No Fall 2015 or Spring 2016 sections of Math 2318 had enough enrollment to let the class proceed.

Changes as a Result of Evaluation

No Fall 2015 or Spring 2016 sections of Math 2318 had enough enrollment to let the class proceed.

Analysis & Evaluation – Distance Learning

No Fall 2015 or Spring 2016 sections of Math 2318 had enough enrollment to let the class proceed.

Changes as a Result of Evaluation – Distance Learning

No Fall 2015 or Spring 2016 sections of Math 2318 had enough enrollment to let the class proceed.

Mathematics Education (MATH.2320)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Successful students will solve ordinary differential equations and systems of equations using: a) Direct integration, b) Separation of variables, c) Reduction of order, d) Methods of undetermined coefficients and variation of parameters, e) Series solutions, f) Operator methods for finding particular solutions, g) Laplace transform methods.

Implementation Strategy

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully solve these varieties of problems and to successfully communicate their detailed solutions in written form.

Assessment Method

Math 2320 instructors will include on a test or tests a block of questions asking students to perform these types of differential equation solutions. Students will be deemed successful if they earn: Communication - 70% of the points allotted to this skill.

Criterion (Expected Outcome)

70% of Math 2320 students assessed will be successful at communication by scoring 70% of the points allotted to this skill.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

Communication Skills - To include effective development, interpretation and expression of ideas through written, oral and visual communication. Solutions of all these types of problems require detailed, lengthy solutions showing step-by-step how the method of solution was chosen and how each step leads to the next.

Results

Data Summary

4 students from the only section of Math 2320 were assessed. 75% were assessed as successful at communication.

Analysis & Evaluation

Since the goal was to have at least 70% of students assessed successful at communication, we exceeded the goal. However, having one assessed student unsuccessful and one student drop before assessment is worrying for so advanced a class.

Changes as a Result of Evaluation

The goal for a percent of students successful in this important class will be raised for next year. Since the learning outcome chosen actually encompasses many of the types of problems solved in the course, the same learning outcome should be used but the goal increased higher than the percent we achieved this year.

Analysis & Evaluation – Distance Learning

No distance learning section of Math 2320 was offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning section of Math 2320 is planned for next year.

Mathematics Education (MATH.2320)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Successful students will solve ordinary differential equations and systems of equations using: a) Direct integration, b) Separation of variables, c) Reduction of order, d) Methods of undetermined coefficients and variation of parameters, e) Series solutions, f) Operator methods for finding particular solutions, g) Laplace transform methods.

Implementation Strategy

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully solve these varieties of problems through analyzing the problems for appropriate methods and to recall appropriate mathematical

Assessment Method

Math 2320 instructors will include on a test or tests a block of questions asking students to perform these types of differential equation solutions. Students will be deemed successful if they earn: Critical Thinking - 70% of the points allotted to this skill.

Criterion (Expected Outcome)

70% of Math 2320 students assessed will be successful at critical thinking by scoring 70% of the points allotted to this skill.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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 choosing an appropriate method and developing it through detailed, lengthy solutions showing step-by-step how the method of solution was chosen and how each step leads to the next.

Results

Data Summary

4 math 2320 students were assessed for critical thinking. 75% were successful. However, having one student unsuccessful and one who dropped before assessment is worrying in such an advanced class.

Analysis & Evaluation

Since the goal was to have at least 70% of students assessed be successful, we exceeded the goal. However, we are concerned that one student was assessed as unsuccessful and that one student quit coming to class before assessment in a class that is very important for the students who elect to take this class.

Changes as a Result of Evaluation

Since the learning outcome assessed encompasses many of the types of problems solved in this course, we will use the same learning outcome but raise the percent goal of students to be assessed as successful.

Analysis & Evaluation – Distance Learning

No distance learning section of Math 2320 were offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning sections of Math 2320 are planned for next year.

Mathematics Education (MATH.2320)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Successful students will solve ordinary differential equations and systems of equations using: a) Direct integration, b) Separation of variables, c) Reduction of order, d) Methods of undetermined coefficients and variation of parameters, e) Series solutions, f) Operator methods for finding particular solutions, g) Laplace transform methods.

Implementation Strategy

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully solve these varieties of problems through analyzing the problems for appropriate methods and to recall appropriate mathematical skills.

Assessment Method

Math 2320 instructors will include on a test or tests a block of questions asking students to perform these types of differential equation solutions. Students will be deemed successful if they earn: Empirical and Quantitative Reasoning - 70% of the points allotted to this skill.

Criterion (Expected Outcome)

Math 2320 instructors will include on a test or tests a block of questions asking students to perform these types of differential equation solutions. Students will be deemed successful if they earn: Empirical and Quantitative Reasoning - 70% of the points allotted to this skill.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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 empirical and quantitative reasoning by choosing appropriate methods and developing and analyzing them through detailed, lengthy solutions showing step-by-step how the methods of solution were chosen and how each step leads to the next.

Results

Data Summary

4 Math 2320 students from the only section of Math 2320 offered were assessed for empirical and quantitative reasoning. 75% were successful. However, 1 student was unsuccessful and one student stopped coming to class before assessment. This result is worrying in such an advanced class for our students.

Analysis & Evaluation

Since the goal was to have at least 70% of students assessed be rated successful, we exceeded the goal. However, one student being rated unsuccessful, and one student having stopped coming to class before assessment is a result that needs to be addressed.

Changes as a Result of Evaluation

Since the topics covered in the learning outcome assessed are very comprehensive, we will use the same learning outcome again, but raise the goal for a percent of students to be rated successful. We also will re-emphasize on-time homework requirements. The student who was not successful, got behind on homework, because of family problems, but probably should have been admonished to catch up in order not to fall too far behind. He was never able to catch up. The student who quit coming, on the other hand, did so because of what she considered excessive demands on her time for homework. Balancing the needs to cover all topics, require sufficient homework to cause students to learn, being flexible when excellent students need extra time, and not letting excellent students get too far behind to catch up will be difficult. But this year's disappointing result indicates the need to make students realize that they have to keep up in an advanced course.

Analysis & Evaluation – Distance Learning

No distance learning section of Math 2320 was offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning section of Math 2320 is planned for next year.

Mathematics Education (MATH.2413)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students should recognize tangent and area problems and solve them by applying concepts of limits, derivatives and integrals. (Course Learning Objective 1)

Implementation Strategy

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully solve this variety of problems and to successfully communicate their detailed solutions in written form.

Assessment Method

Math 2413 instructors will include on a test or tests a block of questions asking students to solve tangent problems and area problems. Students will be deemed successful at this skill if they earn:
Communication - 70% of the points allotted to this skill.

Criterion (Expected Outcome)

70% of Math 2413 students assessed will be successful by scoring at least 70% of the points allotted to communication.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

42 students, from 3 sections of Math 2413, representing 1 TVCC campus and 2 high schools where TVCC full-time faculty taught Math 2413, were assessed. 86% of students assessed were successful.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded. The data showed that 18% of students in reported sections were not available for assessment. In this case, that means that the drop out rate was 18%, which would normally be a rather high drop out rate for an advanced class. However, Calculus 1 is actually an entry level course for most of these students and this is usually the first difficult math class these students have taken. The drop out rate in Calculus 1 is high but predictable.

Changes as a Result of Evaluation

Math faculty have chosen a different learning outcome from the Master Syllabus for Math 2413 with which to assess this leap for next year.

Analysis & Evaluation – Distance Learning

No distance learning section of Math 2413 was reported by faculty.

Changes as a Result of Evaluation – Distance Learning

Math faculty have chosen a different learning outcome from the Master Syllabus for Math 2413 with which to assess this leap for next year. Math faculty who teach distance internet sections of Math 2413 will have to report their data next year.

Mathematics Education (MATH.2413)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students should recognize tangent and area problems and solve them by applying concepts of limits, derivatives and integrals. (Course Learning Objective 1)

Implementation Strategy

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully solve this variety of problems and to successfully analyze problems in order to choose appropriate methods and to complete the detailed solutions.

Assessment Method

Math 2413 instructors will include on a test or tests a block of questions asking students to solve tangent problems and area problems. Students will be deemed successful at this skill if they earn: Critical Thinking - 70% of the points allotted to this skill.

Criterion (Expected Outcome)

70% of Math 2413 students assessed will be successful by scoring at least 70% of the points allotted to critical thinking.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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 interpreting that information and developing 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.

Results

Data Summary

42 students, from 3 sections of Math 2413, representing 1 TVCC campus and 2 high schools where TVCC full-time faculty taught Math 2413, were assessed. 79% of students assessed were successful.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded. The data showed that 18% of students in reported sections were not available for assessment. In this case, that means that the drop out rate was 18%, which would normally be a rather high drop out rate for an advanced class. However, Calculus 1 is actually an entry level course for most of these students and this is usually the first difficult math class these students have taken. The drop out rate in Calculus 1 is high but predictable.

Changes as a Result of Evaluation

Math faculty have chosen a different learning outcome from the Master Syllabus for Math 2413 with which to assess this leap for next year.

Analysis & Evaluation – Distance Learning

No distance learning sections of Math 2413 were reported by faculty.

Changes as a Result of Evaluation – Distance Learning

Math faculty have chosen a different learning outcome from the Master Syllabus for Math 2413 with which to assess this leap for next year. Math faculty who teach distance internet sections of Math 2413 will have to report their data next year.

Mathematics Education (MATH.2413)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students should recognize tangent and area problems and solve them by applying concepts of limits, derivatives and integrals. (Course Learning Objective 1)

Implementation Strategy

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully solve this variety of problems.

Assessment Method

Math 2413 instructors will include on a test or tests a block of questions asking students to solve tangent problems and area problems. Students will be deemed successful at this skill if they earn: Empirical and Quantitative Thinking: 70% of points allotted to this skill.

Criterion (Expected Outcome)

70% of Math 2413 students assessed will be successful by scoring at least 70% of the points allotted to empirical and quantitative thinking.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

42 students, from 3 sections of Math 2413, representing 1 TVCC campus and 2 high schools where TVCC full-time faculty taught Math 2413, were assessed. 81% of students assessed were successful.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded. The data showed that 18% of students in reported sections were not available for assessment. In this case, that means that the drop out rate was 18%, which would normally be a rather high drop out rate for an advanced class. However, Calculus 1 is actually an entry level course for most of these students and this is usually the first difficult math class these students have taken. The drop out rate in Calculus 1 is high but predictable.

Changes as a Result of Evaluation

Math faculty have chosen a different learning outcome from the Master Syllabus for Math 2413 with which to assess this leap for next year.

Analysis & Evaluation – Distance Learning

No distance learning section of Math 2413 was reported by faculty.

Changes as a Result of Evaluation – Distance Learning

Math faculty have chosen a different learning outcome from the Master Syllabus for Math 2413 with which to assess this leap for next year. Math faculty who teach distance internet sections of Math 2413 will have to report their data next year.

Mathematics Education (MATH.2414)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students should be able to use substitution, integration by parts, trigonometric substitution, partial fractions, and tables of anti-derivatives to evaluate definite and indefinite integrals.

Implementation Strategy

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully solve these problems and to successfully communicate their detailed solutions in written form.

Assessment Method

Math 2414 instructors will include on a test or tests a block of questions asking students to solve integration problems using substitution, integration by parts, trigonometric substitution, partial fractions, and tables of integrals to evaluate definite and indefinite integrals. Students will be deemed successful at this skill if they earn: Communication - 70% of the points allotted to this skill.

Criterion (Expected Outcome)

70% of Math 2414 students assessed will be successful by scoring at least 70% of the points allotted to communication.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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

Results

Data Summary

19 students, from 2 sections of Math 2414, representing 1 TVCC campus and 1 high school where a full-time TVCC faculty member taught Math 2414, were assessed. 84% were successful.

Analysis & Evaluation

Since the goal was to have at least 70% of students assessed rated as successful, the goal was exceeded.

Changes as a Result of Evaluation

Math faculty have chosen a different learning outcome from the Master Syllabus for Math 2414 with which to assess this outcome for next year.

Analysis & Evaluation – Distance Learning

An internet section, with only 6 students, went unreported.

Changes as a Result of Evaluation – Distance Learning

Math faculty will have to assess and report any internet sections next year. Math faculty have chosen a different learning outcome from the Master Syllabus for Math 2414 with which to assess this outcome for next year.

Mathematics Education (MATH.2414)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students should be able to use substitution, integration by parts, trigonometric substitution, partial fractions, and tables of anti-derivatives to evaluate definite and indefinite integrals.

Implementation Strategy

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully solve these problems and to successfully communicate in written form their detailed solutions including methods chosen and principals employed.

Assessment Method

Math 2414 instructors will include on a test or tests a block of questions asking students to solve integration problems using substitution, integration by parts, trigonometric substitution, partial fractions, and tables of integrals to evaluate definite and indefinite integrals. Students will be deemed successful at this skill if they earn: Critical Thinking - 70% of the points allotted to this skill.

Criterion (Expected Outcome)

70% of Math 2414 students assessed will be successful by scoring at least 70% of the points allotted to critical thinking.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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 the integral problem and choosing an appropriate method of integration and then applying all the needed algebraic, trigonometric, and calculus formulas and methods needed in order to evaluate the integral and 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 equations and graphs as well as through the process of evaluating definite and indefinite integrals.

Results

Data Summary

19 students, from 2 sections of Math 2414, representing 1 TVCC campus and 1 high school where a full-time TVCC faculty member taught Math 2414, were assessed. 89% were successful.

Analysis & Evaluation

Since the goal was to have at least 70% of students assessed rated as successful, the goal was exceeded.

Changes as a Result of Evaluation

Math faculty have chosen a different learning outcome from the Master Syllabus for Math 2414 with which to assess this outcome for next year.

Analysis & Evaluation – Distance Learning

An internet section, with only 6 students, went unreported.

Changes as a Result of Evaluation – Distance Learning

Math faculty will have to assess and report any internet sections next year. Math faculty have chosen a different learning outcome from the Master Syllabus for Math 2414 with which to assess this outcome for next year.

Mathematics Education (MATH.2414)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students should be able to use substitution, integration by parts, trigonometric substitution, partial fractions, and tables of anti-derivatives to evaluate definite and indefinite integrals.

Implementation Strategy

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully solve these problems and to successfully communicate in written form their detailed solutions including methods chosen and principals employed.

Assessment Method

Math 2414 instructors will include on a test or tests a block of questions asking students to solve integration problems using substitution, integration by parts, trigonometric substitution, partial fractions, and tables of integrals to evaluate definite and indefinite integrals. Students will be deemed successful at this skill if they earn: Empirical and Quantitative Thinking - 70% of the points allotted to this skill.

Criterion (Expected Outcome)

70% of Math 2414 students assessed will be successful by scoring at least 70% of the points allotted to empirical and quantitative thinking.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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 the integral problem and choosing an appropriate method of integration and then applying all the needed algebraic, trigonometric, and calculus formulas and methods needed in order to evaluate the integral and 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 equations and graphs as well as through the process of evaluating definite and indefinite integrals.

Results

Data Summary

19 students, from 2 sections of Math 2414, representing 1 TVCC campus and 1 high school where a full-time TVCC faculty member taught Math 2414, were assessed. 63% were successful.

Analysis & Evaluation

Since the goal was to have at least 70% of students assessed rated as successful, the goal was not met.

Changes as a Result of Evaluation

Math faculty have chosen a different learning outcome from the Master Syllabus for Math 2414 with which to assess this outcome for next year. Math faculty will put more emphasis on mathematical reasoning skills next year.

Analysis & Evaluation – Distance Learning

An internet section of Math 2414, with only 6 students, went unreported by faculty.

Changes as a Result of Evaluation – Distance Learning

Math faculty will have to assess and report any internet sections next year. Math faculty have chosen a different learning outcome from the Master Syllabus for Math 2414 with which to assess this outcome for next year.

Mathematics Education (MATH.2415)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students should be able to perform calculus operations on functions of several variables, including partial derivatives, directional derivatives, and multiple integrals. (Learning Outcome #2)

Implementation Strategy

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully solve this variety of problems and to successfully communicate their detailed solutions in written form

Assessment Method

Math 2415 instructors will include on a test or tests a block of questions asking students to perform partial derivatives, directional derivatives and multiple integrals. Students will be deemed successful at this skill if they earn: Communication - 70% of the points allotted to this skill.

Criterion (Expected Outcome)

70% of Math 2415 students assessed will be successful by scoring at least 70% of the points allotted to communication.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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 choosing an appropriate method and developing it through partial derivatives or multiple 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 and evaluating results when finding derivatives and integrals.

Results

Data Summary

5 students from the only section of Math 2415 offered during Fall 2015 or Spring 2016 semesters were assessed. 60% were successful.

Analysis & Evaluation

The goal was 70% of students to be assessed as successful. Two of five students assessed were not successful at communication. We did not meet the goal. However, the two students who did not meet our communication goal did meet other LEAP goals of Critical Thinking and Empirical and Quantitative Reasoning. The difference was only 1 student, and while the result is not what we want, it probably is not significant. Of more significance is that there were other sections of Math 2415 offered in summer 2015 and they probably should be included in future LEAP assessments.

Changes as a Result of Evaluation

Further emphasis on showing all work in a readable format must be made. If summer Math 2415 sections had been included, the result would have been more significant and would have resulted in success.

Analysis & Evaluation – Distance Learning

No distance learning sections of Math 2415 were offered in Fall 2015 or Spring 2016.

Changes as a Result of Evaluation – Distance Learning

No distance learning sections of Math 2415 are planned for next year.

Mathematics Education (MATH.2415)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students should be able to perform calculus operations on functions of several variables, including partial derivatives, directional derivatives, and multiple integrals. (Learning Outcome #2)

Implementation Strategy

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully solve this variety of problems and to successfully analyze, interpret, and communicate their detailed solutions in written form.

Assessment Method

Math 2415 instructors will include on a test or tests a block of questions asking students to perform partial derivatives, directional derivatives and multiple integrals. Students will be deemed successful at this skill if they earn: Communication - 70% of the points allotted to this skill.

Criterion (Expected Outcome)

70% of Math 2415 students assessed will be successful by scoring at least 70% of the points allotted to critical thinking.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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 choosing an appropriate method and developing it through partial derivatives or multiple 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 and evaluating results when finding derivatives and integrals.

Results

Data Summary

5 students from the only sections of Math 2415 offered in Fall 2015 or Spring 2016 were assessed. 80% were successful

Analysis & Evaluation

Since the goal was 70% of students being rated successful, we exceeded the goal for critical thinking.

Changes as a Result of Evaluation

A different learning outcome from the Master Syllabus for Math 2415 will be chosen for next year.

Analysis & Evaluation – Distance Learning

No distance learning section of Math 2415 was offered in Fall 2015 or Spring 2016.

Changes as a Result of Evaluation – Distance Learning

No distance learning sections of Math 2415 are planned for next year.

Mathematics Education (MATH.2415)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students should be able to perform calculus operations on functions of several variables, including partial derivatives, directional derivatives, and multiple integrals. (Learning Outcome #2)

Implementation Strategy

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully solve this variety of problems and to successfully analyze, interpret, and communicate their detailed solutions in written form.

Assessment Method

Math 2415 instructors will include on a test or tests a block of questions asking students to perform partial derivatives, directional derivatives and multiple integrals. Students will be deemed successful at this skill if they earn: Empirical and Quantitative Reasoning - 70% of the points allotted to this skill.

Criterion (Expected Outcome)

70% of Math 2415 students assessed will be successful by scoring at least 70% of the points allotted to empirical and quantitative reasoning.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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 choosing an appropriate method and developing it through partial derivatives or multiple 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 and evaluating results when finding derivatives and integrals.

Results

Data Summary

5 students from the only section of Math 2415 offered in Fall 2015 or Spring 2016 were assessed for empirical and quantitative reasoning. 80% were successful.

Analysis & Evaluation

Since the goal was at least 70% successful, we exceeded the goal.

Changes as a Result of Evaluation

A different student learning outcome from the Master Syllabus for Math 2415 will be selected for next year.

Analysis & Evaluation – Distance Learning

No distance learning sections of Math 2415 were offered in Fall 2015 or Spring 2016.

Changes as a Result of Evaluation – Distance Learning

No distance learning sections of Math 2415 are planned for next year.

Music (MUSI.1306)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X		
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation 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.

Assessment 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:
 Social Responsibility: Attendance at the cultural event
 Communication: Written report that reveals students' ability to express themselves in writing using collegiate-level writing skills
 Critical Thinking: Written report that reveals students' ability to effectively support an opinion of the performance

Criterion (Expected Outcome)

The following criterion are based on the students who submit a critique:
 Social Responsibility: 90 % of the students will rate 5 on the social responsibility portion of the rubric due to their attendance of the musical performance
 Communication: 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
 Critical Thinking: 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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

The faculty hopes that facilitating students' participation in an activity outside of the scope of the traditional classroom setting will motivate students to respond positively to the learning experience and be engaged to pursue other similar experiences.

Relationship to General Education Outcomes

Results

Data Summary

Of the students enrolled in MUSI 1306 who submitted a critique, 82% revealed an acceptable level of mastery of critical thinking skills in the face-to-face sections, compared to 91% in the distance learning sections; only 59% of face-to-face students revealed an adequate level of mastery of communication skills, with 85% of distance learning students achieving mastery, and 100% expressed their application of social responsibility characteristics in both the face-to-face sections and the distance learning sections.

Analysis & Evaluation

The students in the face-to-face sections, apparently, participated in the outcomes activities but were not able to meet the rigor expected in the written portion of the assignment. This is typical, though, in that students will submit the work, but their ability to create collegiate-quality writing is low.

Changes as a Result of Evaluation

The consensus was that more time needed to be spent in class reviewing basic writing skills and specifying the expectations of collegiate-level writing. Additionally, faculty will attempt to be more proactive in connecting students with tutors early in the semester.

Analysis & Evaluation – Distance Learning

Surprisingly, students in the distance learning sections performed better than expected. Perhaps this is because there is a greater reliance on reading and writing skills in distance courses. At any rate, the success rates of social responsibility, communication, and critical thinking were acceptable.

Changes as a Result of Evaluation – Distance Learning

The consensus was that more time needed to be spent in class reviewing basic writing skills and specifying the expectations of collegiate-level writing. Additionally, faculty will attempt to be more proactive in connecting students with tutors early in the semester.

Music (MUSI.1306)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation Strategy

Students will work together in a group setting to explore and analyze pieces of music based on the various elements explored in class.

Assessment 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.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

Students enrolled in MUSI 1306, in both the face-to-face and distance learning sections, effectively participated in the teamwork activity. In the face-to-face sections, 100% of students participated adequately; 97% of distance learning students participated adequately.

Analysis & Evaluation

Students in the face-to-face sections appeared to be engaged with the teamwork activity, and all who attempted the activity scored adequate points on the rubric designed to assess effective participation.

Changes as a Result of Evaluation

The faculty are seeking alternative forums for teamwork in addition to the one utilized this year. This is merely for the sake of variety and providing options for the students.

Analysis & Evaluation – Distance Learning

Students in the distance learning sections appeared to be engaged with the teamwork activity; 97% of those who attempted the activity scored adequate points on the rubric designed to assess effective participation.

Changes as a Result of Evaluation – Distance Learning

The faculty are seeking alternative forums for teamwork in addition to the one utilized this year. This is merely for the sake of variety and providing options for the students.

Music (MUSI.1307)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X		
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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.

Implementation 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.

Assessment 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: Social Responsibility: Attendance at cultural event Communication: 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 Critical Thinking: 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

Criterion (Expected Outcome)

Students who submit a critique will score the following: Social Responsibility: 90 % of the students will rate 5 on the social responsibility portion of the rubric due to their attendance of the musical performance Communication: 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 Critical Thinking: 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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

The faculty hopes that facilitating students' participation in an activity outside of the scope of the traditional classroom setting will motivate students to respond positively to the learning experience and be engaged to pursue other similar experiences.

Relationship to General Education Outcomes

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.

Results

Data Summary

MUSI 1307 is a class that is offered only once a year and is taken only by sophomore-level music majors, so it is always a very small class. One hundred percent of the students enrolled in this class attended a musical event and submitted a critique of the performance. They all fulfilled the standards set for social responsibility, communication, and critical thinking.

Analysis & Evaluation

Because of the small size of this class, the students practically have one-on-one instruction and guidance from the instructor, ensuring their learning experience is effective. Additionally, these are sophomores, so they are likely to be more engaged students.

Changes as a Result of Evaluation

The instructor is going to work on a rubric that will delineate the criteria for the assessment of the critique submitted by the students. This will be beneficial to the students and to any other instructor who may teach the class.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Music (MUSI.1307)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation Strategy

Students will work together in a group setting to explore and analyze pieces of music based on the various elements explored in class.

Assessment 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.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

All of the students in this small class of one section worked together on multiple assignments, revealing their skills at collaborating to fulfill the goals of their group.

Analysis & Evaluation

Because this class is so small, collaboration was made easier, so it is not surprising that they were able to meet the goal of the assignment as a team.

Changes as a Result of Evaluation

The instructor is going to work to develop a rubric that will aid in the understanding of each criteria required for success in the outcome of teamwork.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Music (MUSI.1310)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X		
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

The musical arts are integral to a culture's sense of itself. This course will explore how music of the last two centuries has reflected the nation's historical events. Students will demonstrate knowledge of the various styles of popular music and analyze personal values regarding psychological, literary, and cultural aspects of popular music. They will provide an in-depth analysis of one genre of American popular music based on individual and group research. By the conclusion, students will compare and contrast two genres of music studied during the semester, based on established criteria.

Implementation 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 report/presentation

Assessment Method

Students' report and/or presentation on musical venues and genres will be assessed using a rubric with a score from 0-5, with 5 being highest. A score will be assigned to the following elements: Critical Thinking: Students will select two genres studied over the semester and will compare and contrast them, based on established criteria. Social Responsibility: Intercultural competence can be generational. Students will explore generational differences in two assignments. In one, students are to interview someone 65 years of age or older and discuss that person's favorite music. They will share this in a class presentation by playing the music from online sources and explaining the meaning of the music to the person they interviewed. This verbal report will include historical context and a discussion of the genre. In the second assignment, students will meet with someone 65 years of age or older and explain the student's favorite genre. This discussion will entail a brief history of the genre, playing the music from an online source, and explaining what they like about it. Students will report the event in a written report demonstrating collegiate writing skills. Communication: Working in groups, students will provide an in-depth analysis (social context and development) of one genre of American popular music based on online research. The class presentation will be assessed by established criteria; a written handout accompanying the presentation will list online sources used in the presentation

Criterion (Expected Outcome)

The following criterion are based on the students who submit a written report and/or oral presentation, using a scale of 0-5 (5 being highest): Critical Thinking: 75% of the students will demonstrate a minimum rating of 4 on the critical thinking portion of the rubric Social Responsibility: 90% of the students will rate 5 on the social responsibility portion of the rubric due to their attendance of the musical performance Communication: 75% of the students will demonstrate a minimum rating of 4 on the communication portion of the rubric , based on their operational writing skills and/or effective oral presentation skills

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Students will be required to conduct research on their respective topics of study in order to thoroughly understand the topic and respond thoughtfully. Additionally, faculty hopes that facilitating students' participation in an activity outside of the scope of the traditional classroom setting will motivate students to respond positively to the learning experience and be engaged to pursue other similar experiences.

Relationship to General Education Outcomes

Critical Thinking-- Students will be required to think creatively by researching and applying the language of music in an analysis of a musical genre from particular time periods. They must synthesize the data in order to draw conclusions about the 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.

Results

Data Summary

Students enrolled in MUSI 1310 were successful in meeting the level of mastery in critical thinking, social responsibility, and communication in both face-to-face and distance sections. Faculty reported that the students performed at greater levels in the fall semester than in the spring, but, overall, the success rates were pleasing. In the face-to-face sections, 81% achieved an acceptable level of mastery in applying critical thinking skills, 93% accomplished the goal of social responsibility, and 91% revealed mastery of communication skills. In the distance learning sections, 86% achieved an acceptable level of mastery in applying critical thinking skills, 71% accomplished the goal of social responsibility, and 100% revealed mastery of communication skills.

Analysis & Evaluation

It appears that the instruction and application exercises utilized by the faculty were beneficial to the students in MUSI 1310.

Changes as a Result of Evaluation

Faculty voiced that they would like to ensure that students better understand the expectations and criteria against which they will be evaluated. There was also discussion of integrating a way for students to interact with alternative influences in various musical genres and eras, primarily for the sake of variety and a greater world view.

Analysis & Evaluation – Distance Learning

It appears that the instruction and application exercises utilized by the faculty were beneficial to the students in MUSI 1310. While only 71% of students in the distance learning sections reached mastery in social responsibility, there was an overall level of success.

Changes as a Result of Evaluation – Distance Learning

Faculty voiced that they would like to ensure that students better understand the expectations and criteria against which they will be evaluated. There was also discussion of integrating a way for students to interact with alternative influences in various musical genres and eras, primarily for the sake of variety and a greater world view.

Music (MUSI.1310)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation Strategy

Groups will be formed based on music genre preferences, with a mixture of genres represented in each group. Each group will present an in-depth analysis of one genre of American popular music based on online research. Working together, they will have to consider different points of view to effectively analyze and summarize their genre of choice.

Assessment 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.

Criterion (Expected Outcome)

The following criterion are based on the students who participate in this team-based activity, using a scale of 0-5 (5 being highest): Teamwork: 80% of the students will demonstrate a minimum rating of 4 on the teamwork portion of the rubric

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

Students enrolled in MUSI 1310 overwhelmingly participated effectively in the teamwork activities, with 99% of the face-to-face students who attempted being successful, and 100% of the distance learning students who attempted being successful.

Analysis & Evaluation

Generally, students frown upon team activities, but the faculty have develop activities that seem to engage students to the point that their participation is widespread.

Changes as a Result of Evaluation

A more detailed outline and description of expectations is being developed for the benefit of students.

Analysis & Evaluation – Distance Learning

Generally, students frown upon team activities, but the faculty have develop activities that seem to engage students to the point that their participation is widespread. This is more difficult in a distance learning context, but one faculty member stated that she requires students to comment on each others' threads in order to facilitate an exchange of ideas and that this seems to promote communication and collaboration.

Changes as a Result of Evaluation – Distance Learning

A more detailed outline and description of expectations is being developed for the benefit of students.

Philosophy (PHIL.2306)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X		
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will be able to demonstrate that they are cognizant of the four major ethical systems and how those systems impact society. They will be able to analyze a specific social/ethical issue facing society-culture and articulate how that has historically been influenced and is currently being influenced by a specific ethical system.

Implementation Strategy

Class interaction, lecture material and textbook reading will be used to expose the student to the four major ethical systems and to specific social/ethical issues facing our society today. The student will be exposed to how society addresses and faces that issue.

Assessment Method

At the conclusion of the course, the student will be required to write an Ethical Position Paper that will clearly articulate their understanding of a specific social/ethical issue. They will write the paper through the eyes of their specific ethical system position. They will be required to define and defend their position on selected social/ethical issue of choice. They will communicate how the selected issue has impacted history as well as how their specific position would affect the future of our society if their position were accepted.

Criterion (Expected Outcome)

65% of the students will have a scoring of 70% or higher to demonstrate that they understand how various ethical systems of our society/culture have impacted their specific stance on a selected social/ethical issue of our society.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

The overall outcome of this Ethical Position Paper directly relates to student learning objective 4 of the administrative - master syllabus. The core objectives of critical thinking and communication skills are directly evidenced in and through this assignment. The student's accomplishment of this paper clearly delineates their ability to think through the course material and articulate in written form what they have learned in the course.

Results

Data Summary

In the face-to-face classes, 84% of the students completed both the Pre-Course and Post-Course Assessment Tool. Of the 84% of the students, 81% of these same students indicated that their Pre-Course and their Post-Course personal position on the ethical issue of Euthanasia had changed. This change was a direct result of their exposure to the teaching on this subject and their ability to take what they had learned and apply it into their personal decision making process. Therefore, these results clearly indicate a "successful" teaching experience.

Analysis & Evaluation

As a result of this "successful" Evaluation, I plan to continue to make the teaching on this subject as up to date and relevant as possible to the culture/society of today. I would hope to continue to expose the student to "both sides" of the ethical issue and give them both academic as well as "real people" input in order for them to have the necessary tools to be able to develop a personal conclusion and clearly identify that position.

Changes as a Result of Evaluation

As a result of this "successful" Evaluation, I plan to continue to make the teaching on this subject as up to date and relevant as possible to the culture/society of today. I would hope to continue to expose the student to "both sides" of the ethical issue and give them both academic as well as "real people" input in order for them to have the necessary tools to be able to develop a personal conclusion and clearly identify that position.

Analysis & Evaluation – Distance Learning

In the on-line class, 82% of the students completed both the Pre-Course and Post-Course Assessment Tool. Of the 82% of the students, 78% of these same students indicated that their Pre-Course and their Post-Course personal position on the ethical issue of Euthanasia had changed. This change was a direct result of their exposure to the teaching on this subject and their ability to take what they had learned and apply it into their personal decision making process. In that the face-to-face class had an 81% movement and the On-line had a 78% movement, it is evident that both classes are able to equally receive and comprehend the material presented in this course.

Changes as a Result of Evaluation – Distance Learning

As a result of this "successful" Evaluation, I plan to continue to make the teaching on this subject as up to date and relevant as possible to the culture/society of today. I would hope to continue to expose the student to "both sides" of the ethical issue and give them both academic as well as "real people" input in order for them to have the necessary tools to be able to develop a personal conclusion and clearly identify that position.

Philosophy (PHIL.2306)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X		
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will be able to demonstrate that they can delineate and understand that there are specific Social/Ethical issues that have a direct impact on our society/culture. They will see and understand how these issues are driven by the response of media and also the impact from personal and public input. The students will come to realization that these social/ethical issues have not arrived by random input but are usually a part of a social/ethical agenda driven by society.

Implementation Strategy

Class interaction, lecture material, textbook reading and public survey assignments will be used to expose the student to the specific social/ethical issues facing our society today. The public survey assignments will reveal to the students that our society/culture definitely holds impassioned positions on specific issues.

Assessment Method

At the beginning of the term, the student will be given a Pre-course Assessment Tool that will cause them to identify via a numerical percentage their current personal position on ten social/ethical issues impacting our society/culture today. At the end of the term, the student will be required to retake the Pre-course Assessment Tool (now known as the Post-course Assessment Tool) and indicate via a numerical percentage their (now) current personal position on the same ten social/ethical issues impacting our society today. The variance in their Pre and Post positions will demonstrate the influence that Phil 2306 has had on the student's ability to recognize, understand, evaluate and process the impact of these ten social/ethical issues on not only their personal life but also our society/culture.

Criterion (Expected Outcome)

70% of the students will have scoring variance of 20% or higher on at least one social/ethical issue to demonstrate that the Phil 2306 course has impacted their personal and social responsibility on that specific issue.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

The numerical variance gathered from the Pre and Post Assessment Tool directly relates to and will accomplish student learning outcomes 6 and 7 of the administrative master syllabus. The core objectives

of social responsibility and personal responsibility are directly evidence in and through this objective questionnaire by causing the student to reflect and think upon their current position on a specific social/ethical issue and its impact on society/culture at the pre and post course time slices of their life. That variance will be an indication of the impact of Phil 2306 upon the life of the student.

Results

Data Summary

In the face-to-face classes, 84% of the students completed both the Pre-Course and Post-Course Assessment Tool. Of the 84% of the students, 81% of these same students indicated that their Pre-Course and their Post-Course personal position on the ethical issue of Euthanasia had changed. This change was a direct result of their exposure to the teaching on this subject and their ability to take what they had learned and apply it into their personal decision making process. Therefore, these results clearly indicate a "successful" teaching experience.

Analysis & Evaluation

As a result of this "successful" Evaluation, I plan to continue to make the teaching on this subject as up to date and relevant as possible to the culture/society of today. I would hope to continue to expose the student to "both sides" of the ethical issue and give them both academic as well as "real people" input in order for them to have the necessary tools to be able to develop a personal conclusion and clearly identify that position.

Changes as a Result of Evaluation

As a result of this "successful" Evaluation, I plan to continue to make the teaching on this subject as up to date and relevant as possible to the culture/society of today. I would hope to continue to expose the student to "both sides" of the ethical issue and give them both academic as well as "real people" input in order for them to have the necessary tools to be able to develop a personal conclusion and clearly identify that position.

Analysis & Evaluation – Distance Learning

In the on-line class, 82% of the students completed both the Pre-Course and Post-Course Assessment Tool. Of the 82% of the students, 78% of these same students indicated that their Pre-Course and their Post-Course personal position on the ethical issue of Euthanasia had changed. This change was a direct result of their exposure to the teaching on this subject and their ability to take what they had learned and apply it into their personal decision making process. In that the face-to-face class had an 81% movement and the On-line had a 78% movement, it is evident that both classes are able to equally receive and comprehend the material presented in this course.

Changes as a Result of Evaluation – Distance Learning

As a result of this "successful" Evaluation, I plan to continue to make the teaching on this subject as up to date and relevant as possible to the culture/society of today. I would hope to continue to expose the student to "both sides" of the ethical issue and give them both academic as well as "real people" input in order for them to have the necessary tools to be able to develop a personal conclusion and clearly identify that position.

Physics/Physical Science (PHYS.1401)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Communication skill - the student will accurately record experimental data and communicate the results clearly in a written report.

Implementation 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.

Assessment Method

Each student performing the experiment to measure the acceleration of gravity will write a lab report. The reports will be evaluated for communication 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

Criterion (Expected Outcome)

65% of the students will score exemplary or acceptable on the evaluation instrument.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

The ability to communicate clearly is an important skill on the pathway to progress.

Relationship to General Education Outcomes

Communication Skills - To include effective development, interpretation and expression of ideas through written, oral and visual communication. This outcome directly relates to the students ability to communicate scientific results as related to Core Objective COM3.

Results

Data Summary

51 students from 4 sections of Phys 1401 representing two campuses (all sections were assessed and this is the first time a Palestine Campus section was offered) were assessed. 94% were successful in Communication.

Analysis & Evaluation

Since the department goal was 75% of students rating an exemplary or acceptable rating, the goal was exceeded.

Changes as a Result of Evaluation

While faculty intend to again use a laboratory report to assess communication, they intend to use a different lab experiment to assess and may raise the criteria for success and/or the percent goal for students' success.

Analysis & Evaluation – Distance Learning

No distance learning sections of Phys 1401 were offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning sections of Phys 1401 are planned for next year.

Physics/Physical Science (PHYS.1401)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

PHYS 1401 - College Physics I - 1

Implementation Strategy

The students will gather experimental data, critically analyze the data, and use their analysis to determine the acceleration of gravity. All students completing an experiment to measure the acceleration of gravity will be assessed.

Assessment Method

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.

Criterion (Expected Outcome)

70% of the students will demonstrate exemplary or acceptable ratings.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Critical thinking is one of the most cited areas for improvement among graduating students entering the work force.

Relationship to General Education Outcomes

Critical Thinking Skills - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. This outcome relates to a student's ability to engage in critical thinking in gathering data and generating conclusions

Results

Data Summary

51 students from 4 sections of Phys 1401 were assessed for critical thinking skills. These sections represented two campuses and every sections of Phys 1401 offered. 90% of students were successful by being rated exemplary or acceptable on their communication skills.

Analysis & Evaluation

Since the department goal for Phys 1401 students being successful was 75%, the goal was exceeded. However, the students didn't rate as well on critical thinking as they did on communication.

Changes as a Result of Evaluation

Faculty do intend to use a lab report for assessing critical thinking skills next year, but they will use a different lab experiment for the assessment. They are also considering raising the criteria for rating students exemplary or acceptable on critical thinking and/or raising the goal percent of students who must be successful.

Analysis & Evaluation – Distance Learning

No distance learning sections of Phys 1401 were offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning sections of Phys 1401 are planned for next year.

Physics/Physical Science (PHYS.1401)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

The student will perform calculations on linear motion with constant acceleration and analyze the results for quantitative accuracy

Implementation 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.

Assessment 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%

Criterion (Expected Outcome)

70% of the students will demonstrate exemplary or acceptable ratings.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Mathematical skills are required on pathways to progress. Significant progress toward success can be enhanced by cultivating mathematical skills.

Relationship to General Education Outcomes

Empirical and Quantitative Skills - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. This LEAP will require students to calculate the acceleration of gravity using experimental data.

Results

Data Summary

51 students from 4 sections, representing two campuses of TVCC, were assessed for empirical and quantitative reasoning skills. 71% were successful by receiving either an exemplary or acceptable rating on empirical and quantitative reasoning skills.

Analysis & Evaluation

Since the goal was to have 75% of students succeed in empirical and quantitative reasoning, the goal was not met.

Changes as a Result of Evaluation

Further emphasis will be placed on mathematical skills when preparing laboratory reports. Faculty will use a different lab experiment for assessing students' mathematical skills, but the consensus was that this freshman entry level course could be an important learning tool for underprepared students beginning their science work.

Analysis & Evaluation – Distance Learning

No distance learning sections of Phys 1401 were offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning sections of Phys 1401 are planned for next year.

Physics/Physical Science (PHYS.1401)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will work in teams to collect, analyze and report experimental data.

Implementation 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.

Assessment 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.

Criterion (Expected Outcome)

75% of the students will demonstrate exemplary or acceptable ratings.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

Any student's path to progress must involve learning improved teamwork skills.

Relationship to General Education Outcomes

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 LEAP requires all Phys1401 lab sections to do an experiment on measuring the acceleration of gravity.

Results

Data Summary

51 students from 4 sections representing two campuses of TVCC were assessed. 96% were successful by being rated exemplary or acceptable at teamwork skills.

Analysis & Evaluation

Since the goal was to have at least 75% of assessed students rated successful, the goal was exceeded.

Changes as a Result of Evaluation

Faculty intend to again use a lab report to assess students' teamwork skills, but they will use a different lab experiment next year. They also could raise the criteria for a successful rating and/or raise the goal for a percent of students who would be successful.

Analysis & Evaluation – Distance Learning

No distance learning sections of Phys 1401 were offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning sections of Phys 1401 are planned for next year.

Physics/Physical Science (PHYS.1402)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Record experimental work completely and accurately in laboratory notebooks, and communicate experimental results clearly in written reports.

Implementation 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.

Assessment 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%.

Criterion (Expected Outcome)

At least 75% of the students will earn at least 70% on the assessed lab report.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Communication is an important pathway to progress.

Relationship to General Education Outcomes

Communication Skills - To include effective development, interpretation and expression of ideas through written, oral and visual communication. Communications standards CM1 and CM3

Results

Data Summary

Thirty students from two sections of Phys 1402 (both on the Athens Campus of Trinity Valley Community College) were assessed on their communication skills as judged on a 100 point scale. Success was 70% or higher, and 100% of students assessed were successful at the 70% or higher level.

Analysis & Evaluation

Thirty students in the only two sections of Phys 1402 (both face to face) were assessed for communication on a laboratory report. 100% were assessed as successful by achieving at least 70/100

possible points for communication. The goal was at least 75% of the students would be successful. The goal was exceeded.

Changes as a Result of Evaluation

A different lab experiment will be assessed next year. The criteria for success could be raised or the percentage of students who would succeed could have a higher goal. The laboratory report is the most useful way that students can be assessed for communication.

Analysis & Evaluation – Distance Learning

No distance learning sections of Phys 1402 were offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning sections of Phys 1402 are planned for next year.

Physics/Physical Science (PHYS.1402)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

1. Solve problems involving the inter-relationship of fundamental charged particles, and electrical forces, fields, and currents.

Implementation 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.

Assessment Method

The successful student will obtain an answer for resistance within 10% of the accepted value.

Criterion (Expected Outcome)

At least 75% of the students will achieve the assessment goal.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Increased ability to think critically is essential to any pathway to progress.

Relationship to General Education Outcomes

Critical Thinking Skills - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. Demonstrates Critical Thinking Standards 2 and 5

Results

Data Summary

Thirty students from two sections of Phys 1402 (both on the Athens Campus of TVCC) were assessed on critical thinking on a lab report where their choice of methods and critical assessment of the data were scored by whether they correctly found the resistance within 10% of the correct value.

Analysis & Evaluation

30 students from two sections of Phys 1402 were assessed. 90% were successful at choosing methods and analyzing results to calculate resistance within 10% accuracy. The goal was that at least 75% of the students would be successful. The goal was exceeded.

Changes as a Result of Evaluation

More sections of Phys 1402 may be offered next year with at least one section offered on each of two campuses. Also, the goal for a percent of students who might be successful could be increased next year. A laboratory report has been deemed by faculty to continue to be the best forum for students to demonstrate critical thinking.

Analysis & Evaluation – Distance Learning

No distance learning sections of Phys 1402 were offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning sections of Phys 1402 are planned for next year.

Physics/Physical Science (PHYS.1402)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

. Solve problems involving the inter-relationship of fundamental charged particles and electrical forces, fields, and currents

Implementation 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.

Assessment Method

The students 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%.

Criterion (Expected Outcome)

At least 75% of the students will achieve 70% or higher on the assessed calculations.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Mathematical reasoning ability enhances confidence and other pathways to progress skills

Relationship to General Education Outcomes

Empirical and Quantitative Skills - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. Empirical and Quantitative Analysis Standards EQS 1, EQS 3, EQS 4, and EQS 5.

Results

Data Summary

Thirty students from two sections of Phys 1402 (both on the Athens Campus of TVCC) were assessed for empirical and quantitative reasoning skills on a lab report. 93% were successful at achieving a reasoning score of 70 or above out of a possible 100 points for reasoning.

Analysis & Evaluation

93% of students assessed were successful. The goal was to have at least 75% of students assessed successful. The goal was exceeded.

Changes as a Result of Evaluation

Faculty still want to assess a lab report for reasoning skills, but will use a different lab report to assess. The goal of 75% successful could also be raised and/or the score required to achieve success.

Analysis & Evaluation – Distance Learning

No distance learning sections of Phys 1402 were offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning sections of Phys 1402 are planned for next year.

Physics/Physical Science (PHYS.1402)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

12. Work as a team to demonstrate techniques, set up and perform experiments, collect data, and formulate conclusions.

Implementation Strategy

tudents will be placed on teams to complete the lab experiment, analysis, and report. They will evaluate each other for participation, insight, willingness to work, and value to the team. They will also self evaluate and a composite score out of a possible 100% will be calculated for each student.

Assessment Method

The students will work in groups of from 2 to 4 to perform an experiment. They will divide up the tasks of data collection, perform the experiment, work as a group to complete calculations, and jointly evaluate the success of the experiment. The students will complete post-experiment questions in which they will self-assess the contribution of other team members (50%) and their personal contribution (50%). A student will be deemed successful if he achieves a composite score of at least 70%.

Criterion (Expected Outcome)

At least 75% of the students will achieve at least 70% on the post experiment assessment questions.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Successful teamwork is one of the most cited pathways to success by potential employers.

Relationship to General Education Outcomes

Teamwork - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal Teamwork Standards TM1 and TM3

Results

Data Summary

Thirty students from two sections of Phys 1402 (both on the Athens Campus of TVCC) were evaluated for teamwork. 97% were successful at or above the 70/100 criteria for success.

Analysis & Evaluation

97% were successful. The goal was to have at least 75% of students successful. The goal was exceeded.

Changes as a Result of Evaluation

Faculty plans to use a different lab next year but feel that teamwork can best be judged when students work as a team on a lab experiment, analysis, and report. The goal of 75% successful could be raised and/or the criteria set for success raised. One more campus plans to offer Phys 1402 which will also change the analysis.

Analysis & Evaluation – Distance Learning

No distance learning sections of Phys 1402 were offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning sections of Phys 1402 are planned for next year.

Physics/Physical Science (PHYS.1415)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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.

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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

Results

Data Summary

81 students from 4 sections of Phys 1415, representing 2 TVCC campuses and one high school section taught by TVCC faculty, were assessed. 95% of face to face students assessed were successful, while 81% of internet students were successful at communication. 4% of face to face students in reported sections were unavailable for assessment, while 16% of internet students in reported sections were unavailable for assessment.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded.

Changes as a Result of Evaluation

Physical Science faculty will change the lab experiment and report assessed and raise the benchmark for individual student success and/or increase the goal percent of students expected to succeed.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded.

Changes as a Result of Evaluation – Distance Learning

Physical Science faculty will change the lab experiment and report assessed and raise the benchmark for individual student success and/or increase the goal percent of students expected to succeed

Physics/Physical Science (PHYS.1415)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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.

Assessment 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 65

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

81 students from 4 sections of Phys 1415, representing 2 TVCC campuses and one high school section taught by TVCC faculty, were assessed. 95% of face to face students assessed were successful, while 84% of internet students were successful at critical thinking. 4% of face to face students in reported sections were unavailable for assessment, while 16% of internet students in reported sections were unavailable for assessment.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded.

Changes as a Result of Evaluation

Physical Science faculty will change the lab experiment and report assessed and raise the benchmark for individual student success and/or increase the goal percent of students expected to succeed

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded.

Changes as a Result of Evaluation – Distance Learning

Physical Science faculty will change the lab experiment and report assessed and raise the benchmark for individual student success and/or increase the goal percent of students expected to succeed

Physics/Physical Science (PHYS.1415)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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.

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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

Results

Data Summary

81 students from 4 sections of Phys 1415, representing 2 TVCC campuses and one high school section taught by TVCC faculty, were assessed. 100% of face to face students assessed were successful, while 81% of internet students were successful at empirical and quantitative reasoning. 17% of face to face students in reported sections were unavailable for assessment, while 16% of internet students in reported sections were unavailable for assessment.

Analysis & Evaluation

Since the goal was to have at least 70% of students assessed rated as successful, the goal was exceeded. An increase from 4% on communication and critical thinking to 17% on mathematical reasoning skills of face to face students who were not available during the assessment is unusual. However, it really was only a difference of 3 students who were assessed for communication and critical thinking but were not assessed for empirical and quantitative reasoning. The 16% of internet students who were not available for assessment of mathematical reasoning remained the same as for communication and critical thinking.

Changes as a Result of Evaluation

Physical Science faculty will change the lab experiment and report assessed and raise the benchmark for individual student success and/or increase the goal percent of students expected to succeed

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of students assessed rated as successful, the goal was exceeded.

Changes as a Result of Evaluation – Distance Learning

Physical Science faculty will change the lab experiment and report assessed and raise the benchmark for individual student success and/or increase the goal percent of students expected to succeed

Physics/Physical Science (PHYS.1415)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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.

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

81 students from 4 sections of Phys 1415, representing 2 TVCC campuses and one high school section taught by TVCC faculty, were assessed. 100% of face to face students assessed were successful, while 87% of internet students were successful at teamwork. 4% of face to face students in reported sections were unavailable for assessment, while 16% of internet students in reported sections were unavailable for assessment.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded.

Changes as a Result of Evaluation

Physical Science faculty will change the lab experiment and report assessed and raise the benchmark for individual student success and/or increase the goal percent of students expected to succeed

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded.

Changes as a Result of Evaluation – Distance Learning

Physical Science faculty will change the lab experiment and report assessed and raise the benchmark for individual student success and/or increase the goal percent of students expected to succeed

Physics/Physical Science (PHYS.1417)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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.

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

Communication Skills - To include effective development, interpretation and expression of ideas through written, oral and visual communication. COM 5 is applicable.

Results

Data Summary

38 students from 5 sections of Phys 1417, representing the Athens Campus of TVCC and one high school section taught by TVCC faculty, were assessed for this outcome. 69% of face to face students from reported sections were successful while 0% of internet students from reported sections were successful. Actually, the one internet section reported only had two students and so could not stand as a proper sample of internet Phys 1417 students. 38% of face to face students in reported sections were not

available for assessment. That is abnormally high - probably indicating a high drop out rate among these sections of Phys 1417.

Analysis & Evaluation

Since the goal was to have at least 70% of students assessed rated successful, the goal was not met.

Changes as a Result of Evaluation

Stronger emphasis will be placed on this outcome to engage students. The Physical Science Department will continue the same leap for next year, but may use a different lab experiment and report to assess the outcome.

Analysis & Evaluation – Distance Learning

No reported internet students were rated successful at the benchmark required for individual student success. However, this very small internet section cannot stand as a representative sample of internet Phys 1417 students.

Changes as a Result of Evaluation – Distance Learning

All distance learning Phys 1417 sections will be reported next year. Greater emphasis on communication will be placed in all internet sections. The lab experiment and report used to evaluate this outcome will change but the benchmark for success and the goal percent of successful students will both stay at 70%.

Physics/Physical Science (PHYS.1417)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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.

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

Critical Thinking Skills - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. CT1, CT2, CT3 are all applicable.

Results

Data Summary

38 students from 5 sections of Phys 1417, representing the Athens Campus of TVCC and one high school section taught by TVCC faculty, were assessed for this outcome. 61% of face to face students from reported sections were successful while 100% of internet students from reported sections were successful. Actually, the one internet section reported only had two students and so could not stand as a proper sample of internet Phys 1417 students. 38% of face to face students in reported sections were

not available for assessment. That is abnormally high - probably indicating a high drop out rate among these sections of Phys 1417.

Analysis & Evaluation

Since the goal was to have at least 70% of students assessed rated successful, the goal was not met.

Changes as a Result of Evaluation

Stronger emphasis will be placed on this outcome to engage students. The Physical Science Department will continue the same leap for next year, but may use a different lab experiment and report to assess the outcome.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of students assessed rated successful, the goal was met by the 2 students in the internet section reported. However, 2 students cannot represent a proper sample of internet Phys 1417 students.

Changes as a Result of Evaluation – Distance Learning

Stronger emphasis will be placed on this outcome to engage students. The Physical Science Department will continue the same leap for next year, but may use a different lab experiment and report to assess the outcome.

Physics/Physical Science (PHYS.1417)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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.

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

38 students from 5 sections of Phys 1417, representing the Athens Campus of TVCC and one high school section taught by TVCC faculty, were assessed for this outcome. 61% of face to face students from reported sections were successful while 100% of internet students from reported sections were successful. Actually, the one internet section reported only had two students and so could not stand as a proper sample of internet Phys 1417 students. 38% of face to face students in reported sections were

not available for assessment. That is abnormally high - probably indicating a high drop out rate among these sections of Phys 1417.

Analysis & Evaluation

Since the goal was to have at least 70% of students assessed rated successful, the goal was not met.

Changes as a Result of Evaluation

Stronger emphasis will be placed on this outcome to engage students. The Physical Science Department will continue the same leap for next year, but may use a different lab experiment and report to assess the outcome.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of students assessed rated successful, the goal was met by the 2 students in the internet section reported. However, 2 students cannot represent a proper sample of internet Phys 1417 students.

Changes as a Result of Evaluation – Distance Learning

Stronger emphasis will be placed on this outcome to engage students. The Physical Science Department will continue the same leap for next year, but may use a different lab experiment and report to assess the outcome.

Physics/Physical Science (PHYS.1417)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

38 students from 5 sections of Phys 1417, representing the Athens Campus of TVCC and one high school section taught by TVCC faculty, were assessed for this outcome. 61% of face to face students from reported sections were successful while 100% of internet students from reported sections were successful. Actually, the one internet section reported only had two students and so could not stand as a proper sample of internet Phys 1417 students. 38% of face to face students in reported sections were

not available for assessment. That is abnormally high - probably indicating a high drop out rate among these sections of Phys 1417.

Analysis & Evaluation

Since the goal was to have at least 70% of students assessed rated successful, the goal was not met.

Changes as a Result of Evaluation

Stronger emphasis will be placed on this outcome to engage students. The Physical Science Department will continue the same leap for next year, but may use a different lab experiment and report to assess the outcome.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of students assessed rated successful, the goal was met by the 2 students in the internet section reported. However, 2 students cannot represent a proper sample of internet Phys 1417 students.

Changes as a Result of Evaluation – Distance Learning

Stronger emphasis will be placed on this outcome to engage students. The Physical Science Department will continue the same leap for next year, but may use a different lab experiment and report to assess the outcome.

Physics/Physical Science (PHYS.2425)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Student learning outcome 12 - Prepare laboratory reports that clearly communicate experimental information in a logical and scientific manner.

Implementation 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.

Assessment 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

Criterion (Expected Outcome)

75% of the students will score exemplary or acceptable on the evaluation instrument.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

To get on the pathway to progress science students must learn to communicate with other science and non-science colleagues.

Relationship to General Education Outcomes

Communication Skills - To include effective development, interpretation and expression of ideas through written, oral and visual communication. This outcome directly relates to the students ability to communicate scientific results as related to Core Objective COM3.

Results

Data Summary

16 students in one section of Phys 2425 were assessed for communication skills on a lab report. 100% were rated either exemplary or acceptable which was the criteria for success.

Analysis & Evaluation

Since the department goal on communication skills was that 75% of students assessed would succeed on the Leap of communication, the goal was exceeded.

Changes as a Result of Evaluation

Faculty intend to assess a different lab experiment and report next year. Additionally, criteria for success could increase and/or the goal set for a percent of students who would achieve success for the course could increase. Two students dropped out, which is not high, but is fairly high for a strong sophomore level course.

Analysis & Evaluation – Distance Learning

No distance learning sections were offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning sections of Phys 2425 are planned for next year.

Physics/Physical Science (PHYS.2425)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Student learning outcome 1 - Determine the components of linear motion, especially motion under conditions of constant acceleration.

Implementation Strategy

The students will gather experimental data, critically analyze the data, and use their analysis to determine the acceleration of gravity.

Assessment 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.

Criterion (Expected Outcome)

75% of the students will demonstrate exemplary or acceptable ratings.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

Critical thinking skills are the most cited need by potential employers. This certainly relates to pathways to progress. Critical thinking skills are the most cited need by potential employers. This certainly relates to pathways to progress.

Relationship to General Education Outcomes

Critical Thinking Skills - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. This outcome relates to a student's ability to engage in critical thinking in gathering data and generating conclusions.

Results

Data Summary

16 students (all from one section of Phys 2425) were assessed for critical thinking on a lab report. 100% were successful at achieving either an exemplary or an acceptable rating on communication.

Analysis & Evaluation

Since all students were successful and the goal set by the department was to have at least 75% of assessed students successful, the goal was exceeded.

Changes as a Result of Evaluation

Faculty will assess students for critical thinking on a lab report again, but will use a different lab experiment and report to assess. The criteria for success and/or the goal for the percentage of students who will succeed could increase.

Analysis & Evaluation – Distance Learning

No distance learning sections of Phys 2425 were offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning sections of Phys 2425 are planned for next year.

Physics/Physical Science (PHYS.2425)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Learning outcome 1 - Determine the components of linear motion, especially motion under conditions of constant acceleration.

Implementation 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.

Assessment 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 be not be completed accurately, there will be significant format errors, numerous errors in significant figures, or a final numerical error of greater than 10%

Criterion (Expected Outcome)

75% of the students will demonstrate exemplary or acceptable rating

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Improved mathematical skills would help student on their pathway to progress.

Relationship to General Education Outcomes

Empirical and Quantitative Skills - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. This LEAP will require students to calculate the acceleration of gravity using experimental data.

Results

Data Summary

16 students from one section of Phys 2425 were assessed for empirical and quantitative reasoning skills. 94% were successful in achieving at least an acceptable rating on these skills.

Analysis & Evaluation

Since the department goal was to have at least 75% of students rate as successful, the goal was exceeded.

Changes as a Result of Evaluation

Faculty will use a different lab experiment and report to assess students for empirical and quantitative reasoning next year. They could also raise the criteria for success and/or the goal percent of students who must achieve success.

Analysis & Evaluation – Distance Learning

No distance learning sections of Phys 2425 were offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning sections of Phys 2425 are planned for next year.

Physics/Physical Science (PHYS.2425)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Learning outcome 14 - Conduct basic laboratory experiments involving classical mechanics.

Implementation 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.

Assessment 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.

Criterion (Expected Outcome)

75% of the students will demonstrate exemplary or acceptable ratings.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Teamwork skills are very important on any student's pathway to progress.

Relationship to General Education Outcomes

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 LEAP requires all Phys2425 lab students to work in teams.

Results

Data Summary

16 students from the only section of Phys 2425 offered were assessed for teamwork on a lab experiment and report. 100% were successful by being rated at least acceptable in their teamwork skills.

Analysis & Evaluation

Since the goal was to have 75% of students assessed achieve success, the goal was exceeded.

Changes as a Result of Evaluation

Faculty will assess a different lab experiment and report next year. They could also change the criteria for success and/or the goal percent of students rated successful.

Analysis & Evaluation – Distance Learning

No distance learning sections of Phys 2425 was offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning sections of Phys 2425 are planned for next year.

Physics/Physical Science (PHYS.2426)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Student learning outcome 12 - Prepare laboratory reports that clearly communicate experimental information in a logical and scientific manner.

Implementation 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.

Assessment 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

Criterion (Expected Outcome)

75% of the students will score exemplary or acceptable on the evaluation instrument.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Good communication skills are important for pathways to progress.

Relationship to General Education Outcomes

Communication Skills - To include effective development, interpretation and expression of ideas through written, oral and visual communication. This outcome directly relates to the students ability to communicate scientific results as related to Core Objective COM3.

Results

Data Summary

14 students from the only section of Phys 2425 were assessed. 100% were rated successful in communication.

Analysis & Evaluation

Since the department goal for communication was to have 70% of assessed students successful, the goal was exceeded.

Changes as a Result of Evaluation

A different lab experiment and report will be assessed next year and the benchmark for success and/or the department goal for success could be raised.

Analysis & Evaluation – Distance Learning

No distance learning section of Phys 2426 was offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning section of Phys 2426 is planned for next year.

Physics/Physical Science (PHYS.2426)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Learning outcome 6 - Apply Ohm's law to the solution of problems.

Implementation Strategy

The students will gather experimental data, critically analyze the data, and use their analysis to determine electrical resistance.

Assessment 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.

Criterion (Expected Outcome)

75% of the students will demonstrate exemplary or acceptable ratings.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

All sources indicate that critical thinking skills are essential on a pathway to progress.

Relationship to General Education Outcomes

Critical Thinking Skills - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. This outcome relates to a student's ability to engage in critical thinking in gathering data and generating conclusions.

Results

Data Summary

9 students from the only section of Phys 2426 were assessed. 100% were rated successful on critical thinking.

Analysis & Evaluation

Since the goal was to have at least 70% of students successful, the goal was exceeded.

Changes as a Result of Evaluation

A different lab experiment and report will be chosen for assessment next year and the benchmark for success and/or the goal for the percent of students who will be successful could increase.

Analysis & Evaluation – Distance Learning

No distance learning section of Phys 2426 was offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning sections of Phys 2426 are planned for next year.

Physics/Physical Science (PHYS.2426)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Learning outcome 6 - Apply Ohm's law to the solution of problems.

Implementation 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.

Assessment 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 be not be completed accurately, there will be significant format errors, numerous errors in significant figures, or a final numerical error of greater than 10%.

Criterion (Expected Outcome)

75% of the students will demonstrate exemplary or acceptable ratings.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Mathematical skills are important on many pathways to progress.

Relationship to General Education Outcomes

Empirical and Quantitative Skills - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. This LEAP will require students to perform an experiment on Ohm's law, and analyze the experimental data.

Results

Data Summary

9 students from one section of Phys 2426 were assessed. 89% were successful.

Analysis & Evaluation

Since the goal for student success was 70%, the goal was exceeded.

Changes as a Result of Evaluation

A different lab experiment and report will be assessed next year and the benchmark for success and/or the goal for a percent of students who will be successful could be increased.

Analysis & Evaluation – Distance Learning

No distance learning section of Phys 2426 was offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning section of Phys 2426 is planned for next year.

Physics/Physical Science (PHYS.2426)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Learning outcome 13 - conduct basic laboratory experiments involving electricity and magnetism.

Implementation 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.

Assessment 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.

Criterion (Expected Outcome)

75% of the students will demonstrate exemplary or acceptable ratings.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

Teamwork skills are often cited by potential employers as important on the pathway to progress.

Relationship to General Education Outcomes

Teamwork - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. The students will work in groups and obtain their data by collective effort.

Results

Data Summary

9 students from the only section of Phys 2426 were assessed. 100% were rated successful on teamwork.

Analysis & Evaluation

Since the goal was 70% of students to be rated as successful, the goal was exceeded.

Changes as a Result of Evaluation

A different lab experiment and report will be selected for assessment next year and the benchmark for success and/or the percent goal of students who will succeed could be increased.

Analysis & Evaluation – Distance Learning

No distance learning section of Phys 2426 was offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning section of Phys 2426 is planned for next year.

Psychology (PSYC.2301)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X		
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will describe the prominent perspectives and approaches used in the study of psychology.

Implementation 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.

Assessment 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 and application of the biopsychosocial approach; No misinformation or misuse of terms; Effectively justifies arguments for 3 perspectives with appropriate examples EXCELLENT- Clear understanding and application of the biopsychosocial approach; Only one term misused; Effectively justifies arguments for 2 perspectives with appropriate examples FAIR- Adequate understanding and 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

Criterion (Expected Outcome)

65% 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. 65% 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. 65% 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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

Relationship to General Education Outcomes

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.

Results

Data Summary

Students enrolled in PSYC 2301 were successful in their learning and application of communication, critical thinking, empirical and quantitative skills, and social responsibility for face-to-face courses. Communication 56% Critical Thinking 56% Empirical and quantitative Skills 88% Social Responsibility 66%

Analysis & Evaluation

Since the goal was to have at least 65% of students assessed to be rated as acceptable or exemplary, the goal was not met in communication and critical thinking.

Changes as a Result of Evaluation

Psychology faculty will choose a common rubric to align with all courses assessing critical thinking, communication, empirical and quantitative skills, and social responsibility.

Analysis & Evaluation – Distance Learning

Students enrolled in PSYC 2301 were successful in their learning and application of communication, critical thinking, empirical and quantitative skills, and social responsibility for face-to-face courses. Communication 63% Critical Thinking 61% Empirical and quantitative Skills 65% Social Responsibility 64% The goal of 65% of the students assessed rating acceptable or exemplary was not met with communication, critical thinking, nor social responsibility.

Changes as a Result of Evaluation – Distance Learning

All psychology faculty will choose a common rubric to align with all courses assessing critical thinking, communication, empirical and quantitative skills, and social responsibility.

Psychology (PSYC.2301)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X		
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will identify research methods and their characteristics used in the scientific study of psychology.

Implementation 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.

Assessment 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%.

Criterion (Expected Outcome)

65% of all students will respond correctly to 70% or more of the questions on the standardized departmental measure in the empirical and quantitative objective.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

Relationship to General Education Outcomes

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.

Results

Data Summary

Students enrolled in PSYC 2301 were successful in their learning and application of research methods and their characteristics used in the scientific study of psychology. Empirical and quantitative skill scores were 76% for students.

Analysis & Evaluation

The goal was to have at least 61% of the students rated acceptable or exemplary, the goal was met in empirical and quantitative skills.

Changes as a Result of Evaluation

Psychology faculty will choose a common rubric to align with all courses assessing empirical and quantitative skills.

Analysis & Evaluation – Distance Learning

The goal was to have at least 61% of the students rated acceptable or exemplary, the goal was met in empirical and quantitative skills.

Changes as a Result of Evaluation – Distance Learning

The goal was to have at least 61% of the students rated acceptable or exemplary, the goal was met in empirical and quantitative skills.

Psychology (PSYC.2314)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X		
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will engage in the discussion of the various causes or reasons for disturbances in the developmental process.

Implementation 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.

Assessment 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 and application of theoretical approach; No misinformation or misuse of terms; Analysis of 4 crises is clear and justified with multiple examples. EXCELLENT- Clear understanding and application of theoretical approach; No more than one term misused; Analysis of 3 crises is clear and justified with multiple examples. FAIR- Adequate understanding and 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 and 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 and 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.

Criterion (Expected Outcome)

65% 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. 65% 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. 65% 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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

Relationship to General Education Outcomes

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.

Results

Data Summary

Students enrolled in PSYC 2314 were successful in their learning and application of communication, critical thinking, empirical and quantitative skills, and social responsibility for face-to-face courses. Communication 58% Critical Thinking 79% Empirical and quantitative Skills 76% Social Responsibility 72%

Analysis & Evaluation

The goal was to have at least 65% of the students rated acceptable or exemplary, the goal was met in all areas except communication.

Changes as a Result of Evaluation

The psychology faculty will choose a common rubric to align with all courses assessing communication, critical thinking, empirical and quantitative skills, and social responsibility.

Analysis & Evaluation – Distance Learning

Students enrolled in PSYC 2314 were successful in their learning and application of communication, critical thinking, empirical and quantitative skills, and social responsibility for on-line courses. Communication 49% Critical Thinking 58% Empirical and quantitative Skills 57% Social Responsibility 62%

Changes as a Result of Evaluation – Distance Learning

Psychology faculty will choose a common rubric to align with all courses assessing critical thinking, communication, social responsibility, and personal responsibility.

Psychology (PSYC.2314)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X		
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will identify research methods and their characteristics used in the scientific study of psychology.

Implementation 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.

Assessment 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%.

Criterion (Expected Outcome)

65% 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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

Relationship to General Education Outcomes

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.

Results

Data Summary

Students enrolled in PSYC 2314 were successful in their learning and application of research methods and their characteristics used in the scientific study of psychology. Empirical and quantitative skill scores were 76% for students.

Analysis & Evaluation

The goal was to have at least 65% of the students rated acceptable or exemplary, the goal was met in empirical and quantitative skills.

Changes as a Result of Evaluation

Psychology faculty will choose a common rubric to align with all courses assessing, communication, critical thinking, empirical and quantitative skills, and social responsibility.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Sociology (SOCL.1301)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X	X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will identify the various methodological approaches to the collection and analysis of data in sociology.

Implementation 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.

Assessment 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 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

Criterion (Expected Outcome)

Criterion (Expected Outcome) 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 skills

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

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.

Relationship to General Education Outcomes

Relationship to General Education Outcomes 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.

Results

Data Summary

No data was submitted for this 1301 class

Analysis & Evaluation

The goal was to have at least 65% of students assessed rated as acceptable or exemplary.

Changes as a Result of Evaluation

Sociology faculty will choose a common rubric to align with all courses assessing communications, critical thinking, empirical and quantitative skills, and social responsibility.

Analysis & Evaluation – Distance Learning

No data was submitted for this class.

Changes as a Result of Evaluation – Distance Learning

Sociology faculty will choose a common rubric to align with all courses assessing critical thinking, communications, empirical and quantitative skills, and social responsibility.

Sociology (SOCL.1306)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X	X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will be able to discuss how solutions to social problems are often contentious due to diverse values in society.

Implementation 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.

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.

Criterion (Expected Outcome)

Criterion (Expected Outcome) Criterion (Expected Outcome) 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 skills 65% 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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

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.

Relationship to General Education Outcomes

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.

Results

Data Summary

No data was submitted for face-to-face classes

Analysis & Evaluation

The goal was 65% of the students assessed would rate acceptable or exemplary.

Changes as a Result of Evaluation

Sociology faculty will choose a common rubric to align with all courses assessing communications, critical thinking, empirical and quantitative skills, and social responsibility.

Analysis & Evaluation – Distance Learning

Students enrolled in SOCI 1306 were successful in their learning and application of communication, critical thinking, empirical and quantitative skills, and social responsibility for on-line courses. Communication 88% Critical Thinking 76% Empirical and quantitative Skills 76% Social Responsibility 76% The goal of 65% of the students assessed would rate acceptable or exemplary was met in all areas.

Changes as a Result of Evaluation – Distance Learning

Sociology faculty will choose a common rubric to align with all courses assessing critical thinking, communication, empirical and quantitative skills, and social responsibility.

Sociology (SOCL.2301)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X	X			
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation 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.

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 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 will be identified. Inadequate: Less than 2 terms or concepts will be identified

Criterion (Expected Outcome)

Criterion (Expected Outcome) 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 objective. 65 % of the students will demonstrate exemplary or acceptable rating when documenting their analysis of data and providing conclusions of their findings in the social responsibility objective.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

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. This outcome directly relates to students ability to engage in social responsibility by attending a public forum and writing a report on the interpretation of a problem and analyzing how to introduce it into policy.

Relationship to General Education Outcomes

This outcome directly relates to students ability to engage in critical thinking and empirical and quantitative reasoning 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.

Results

Data Summary

Students enrolled in SOCI 2301 were successful in their learning and application of communication, critical thinking, empirical and quantitative skills, and social responsibility for face-to-face courses. Communication 66% Critical Thinking 72% Empirical and quantitative Skills 72% Social Responsibility 66%

Analysis & Evaluation

Since the goal was for 65% of students assessed to rate acceptable or exemplary, the goal was met.

Changes as a Result of Evaluation

Sociology faculty will choose a common rubric to align with all courses assessing communications, critical thinking, empirical and quantitative skills, and social responsibility.

Analysis & Evaluation – Distance Learning

Students enrolled in SOCI 2301 were successful in their learning and application of communication, critical thinking, empirical and quantitative skills, and social responsibility for face-to-face courses. Communication 70% Critical Thinking 75% Empirical and quantitative Skills 75% Social Responsibility 60% The goal of 65% of students assessed rating as acceptable or exemplary was met in all areas, except social responsibility.

Changes as a Result of Evaluation – Distance Learning

Sociology faculty will choose a common rubric to align with all courses assessing communications, critical thinking, empirical and quantitative skills, and social responsibility.

Spanish (SPAN.1411)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X	X	
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation 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.

Assessment Method

This outcome will be scored from 0 to 4 based upon the rubric in the LEAP.

Criterion (Expected Outcome)

65% of all students will have a rating of 3 or better on the scoring rubric for Spanish 1411

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

This outcome relates to the Learning Initiative in that the students will be expected to communicate their understanding of the areas covered in the Spanish course and analyze the major perspectives and the central concepts covered. Student engagement will be demonstrated through the students' oral comments and discourse, while the reading of material will also be demonstrated through the comments that students make and the discourse that draws on assigned reading to support and extend their analysis.

Relationship to General Education Outcomes

This outcome directly relates to Critical Thinking, Communication, Social Responsibility and Personal Responsibility by requiring students to analyze, evaluate, and synthesize a major concept in the course material and then clearly express their understanding in oral format.

Results

Data Summary

With a benchmark of 65%, we realized a average of 90% for this cycle.

Analysis & Evaluation

Our students were to identify and discuss traditions, customs and values of the Hispanic world, and compare and contrast them with characteristics of their own culture. The oral presentation was graded with a rubric. This success was the same for face to face and distance delivery. We feel that this is because live online lectures are employed in the distance classes.

Changes as a Result of Evaluation

The oral assessment placement at the end of the semester needs to change from end of semester to midterm and end to obtain a reflection of those that may drop before the end of the semester.

Analysis & Evaluation – Distance Learning

Our students were to identify and discuss traditions, customs and values of the Hispanic world, and compare and contrast them with characteristics of their own culture. The oral presentation was graded with a rubric. This success was the same for face to face and distance delivery. We feel that this is because live online lectures are employed in the distance classes.

Changes as a Result of Evaluation – Distance Learning

The oral assessment placement at the end of the semester needs to change from end of semester to midterm and end to obtain a reflection of those that may drop before the end of the semester.

Spanish (SPAN.1412)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X	X	
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Identify and discuss traditions, customs and values of the Hispanic world.

Implementation Strategy

The students will study various religious and secular customs and holidays celebrated in Spanish language countries and field answers in a panel setting.

Assessment Method

This outcome will be scored from 0 to 4 based upon the rubric in the LEAP.

Criterion (Expected Outcome)

65% of all students will have a rating of 3 or better on the scoring rubric for Spanish 1412.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

This outcome relates to the Learning Initiative in that the students will be expected to communicate their understanding of the areas covered in the Spanish course and analyze the major perspectives and the central concepts covered. Student engagement will be demonstrated through the students' oral comments and discourse, while the reading of material will also be demonstrated through the comments that students make and the discourse that draws on assigned reading to support and extend their analysis.

Relationship to General Education Outcomes

This outcome directly relates to Critical Thinking, Communication, Social Responsibility and Personal Responsibility by requiring students to analyze, evaluate, and synthesize a major concept in the course material and then clearly express their understanding in oral format.

Results

Data Summary

Our benchmark was 65%, but we performed at a level of 90%.

Analysis & Evaluation

The prompts need to include a Powerpoint without prose. Photos would suffice.

Changes as a Result of Evaluation

Students in should do their presentations and upload the videos into Blackboard as Collaborate will not provide time for managing the high enrollments. This will keep a better record for reporting.

Analysis & Evaluation – Distance Learning

Students in distance classes should do their presentations and upload the videos into Blackboard as Collaborate will not provide time for managing the high enrollments.

Changes as a Result of Evaluation – Distance Learning

Distance Ed. delivery will now better handle video presentations over Powerpoint. This will be recommended.

Spanish (SPAN.2311)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X	X	
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Produce oral Spanish comprehensible to native speakers using complex grammatical structures to narrate, describe, and elicit information.

Implementation Strategy

Students will engage in community interviews with native speakers and report to class employing a variety of media.

Assessment Method

This outcome will be scored from 0 to 4 based upon the rubric in the LEAP.

Criterion (Expected Outcome)

65% of all students will have a rating of 3 or better on the scoring rubric for Spanish 2311.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

This outcome relates to the Learning Initiative in that the students will be expected to communicate their understanding of the areas covered in the Spanish course and analyze the major perspectives and the central concepts covered. Student engagement will be demonstrated through the students' comments and written discourse, while the reading of material will also be demonstrated through the comments that students make and the written discourse that draws on assigned reading to support and extend their analysis.

Relationship to General Education Outcomes

This outcome directly relates to Critical Thinking, Communication, Social Responsibility, and Personal 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.

Results

Data Summary

In 2311 we had a benchmark of 65% and achieved 75%.

Analysis & Evaluation

Since native speakers are best included in these conversations. We will pair the students with a native speaker (not that native speakers will not make grammatical errors). This could lead to an easier transition into a functional notional approach to the assessment. This course was only offered as a distance offering.

Changes as a Result of Evaluation

We will strive to recruit more native speakers to this course offering as we advise students in their humanities offerings.

Analysis & Evaluation – Distance Learning

Since native speakers are best included in these conversations. We will pair the students with a native speaker (not that native speakers will not make grammatical errors). This could lead to an easier transition into a functional notional approach to the assessment. Our distance class has more Spanish majors over the years.

Changes as a Result of Evaluation – Distance Learning

We will strive to recruit more native speakers to this course offering as we advise students in their humanities offerings.

Spanish (SPAN.2312)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X	X	
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will summarize authentic spoken discourse produced by Spanish speakers of diverse origins.

Implementation 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.

Assessment Method

This outcome will be scored from 0 to 4 based upon the rubric in the LEAP.

Criterion (Expected Outcome)

65% of all students will have a rating of 3 or better on the scoring rubric for Spanish 2312.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

This outcome relates to the Learning Initiative in that the students will be expected to communicate their understanding of the areas covered in the Spanish course and analyze the major perspectives and the central concepts covered. Student engagement will be demonstrated through the students' comments and written discourse, while the reading of material will also be demonstrated through the comments that students make in the written and oral discourse that draws on assigned reading to support and extend their analysis of the target language.

Relationship to General Education Outcomes

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.

Results

Data Summary

Our students were to summarize authentic spoken discourse produced by Spanish speakers of diverse origins. Our benchmark was set at 65% and our cycle achieved a 75% mastery.

Analysis & Evaluation

This course required a summary of spoken Spanish by native speakers, and 3/4 of our students were able to master this. We feel that the speakers of Cuba and Puerto Rico were the most difficult.

Changes as a Result of Evaluation

2311 is the most challenging for non-native speakers. English language speakers rarely use the subjunctive mood as our forefathers did. We intend to stay with this assessment because it pushes the student to practice with native speakers.

Analysis & Evaluation – Distance Learning

This course required a summary of spoken Spanish by native speakers, and 3/4 of our students were able to master this. We feel that the speakers of Cuba and Puerto Rico were the most difficult. In our distance offerings, the video novella is situated in Puerto Rico. We use this novella in our assessments.

Changes as a Result of Evaluation – Distance Learning

2311 is the most challenging for non-native speakers. English language speakers rarely use the subjunctive mood as our forefathers did. We intend to stay with this assessment because it pushes the student to practice with native speakers. In distance courses we may encourage the learners to practice more in public, watch Spanish language news (sound bytes are loaded with language), and attend open forums where Spanish is the spoken language.

Speech (SPCH.1315)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X			X	
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation 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, 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 elements of the presentation. -Students will write a properly formatted outline of the speech.-Students will document their self-reflection on various elements of their performance, from following the instructions and meeting deadlines to being an effective audience member, and create a personal plan of action for improvement.

Assessment 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

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading Only

Relationship to General Education Outcomes

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.

Results

Data Summary

Students enrolled in SPCH 1315 were successful in their learning and application of critical thinking and communication skills as they developed and presented speeches; they also revealed their adequate level of personal responsibility. Of the students in the face-to-face sections, 88% achieved an acceptable level of critical thinking skills, 89% revealed an acceptable level of communication skills, and 86% showed an adequate level of personal responsibility. Distance learning students were less successful overall, but still achieved adequate mastery: 71% critical thinking, 78% communication, and 70% personal responsibility.

Analysis & Evaluation

New curriculum was applied this year, and the faculty are very happy with the way assignments reinforce the concepts introduced in class/text.

Changes as a Result of Evaluation

Some ideas that surfaced include the following: Faculty need to learn the new curriculum, particularly the online, embedded application and assessment activities, so their value can be adequately promoted to the students. Add a short rubric for students' self-evaluation. Students can now access their speech videos through Connect, so they can evaluate their own performance and develop a plan for improvement. Making English or other writing class a prerequisite for speech. This would be especially beneficial when citing sources both in writing (on the outline) and orally (during the speech presentation).

Analysis & Evaluation – Distance Learning

New curriculum was applied this year, and the faculty are very happy with the way assignments reinforce the concepts introduced in class/text. Because the curriculum is easily incorporated into Black Board, distance learning students have the same quality and quantity of reinforcement activities as face-to-face students.

Changes as a Result of Evaluation – Distance Learning

Some ideas that surfaced include the following: Faculty need to learn the new curriculum, particularly the online, embedded application and assessment activities, so their value can be adequately promoted to the students. Add a short rubric for students' self-evaluation. Students can now access their speech videos through Connect, so they can evaluate their own performance and develop a plan for improvement. Making English or other writing class a prerequisite for speech. This would be especially beneficial when citing sources both in writing (on the outline) and orally (during the speech presentation). Work on methods to increase distance students' skills; perhaps schedule "internet meetings" or incorporate more videos as added instruction and reinforcement.

Speech (SPCH.1315)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation 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.

Assessment 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.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

Students enrolled in face-to-face sections of SPCH 1315 were highly successful applying teamwork skills, with 92% scoring adequate marks on the rubric. Only 54% of distance learning students, though, scored adequate marks on the rubric.

Analysis & Evaluation

The gap between success in the face-to-face sections and the distance learning sections is not surprising, but it is disappointing.

Changes as a Result of Evaluation

One idea is to allow for a variety of group assignments that promote collaboration, not just on the development of a speech. Incorporating a team effort on some activity weekly would make the teamwork seem more like a part of the whole course, not just an assignment. Also, one faculty member noted that expecting 90% mastery was too high and should be lowered to 80% or so.

Analysis & Evaluation – Distance Learning

The distance learning students just did not perform at the level of face-to-face students. This was disappointing, but not surprising.

Changes as a Result of Evaluation – Distance Learning

One idea is to allow for a variety of group assignments that promote collaboration, not just on the development of a speech. It seems as though the hybrid sections tend to slack off and not participate in the discussion boards as they should. Perhaps weighting this element higher would promote participation. Incorporating a team effort on some activity weekly would make the teamwork seem more like a part of the whole course, not just an assignment. Also, one faculty member noted that expecting 90% mastery was too high and should be lowered to 80% or so.

Speech (SPCH.1321)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X			X	
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation 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, 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 elements of the presentation. -Students will write a properly formatted outline of the speech.- Students will document their self-reflection on various elements of their performance, from following the instructions and meeting deadlines to being an effective audience member, and create a personal plan of action for improvement.

Assessment 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.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

Students will be required to conduct research on their respective topics of study in order to thoroughly understand the topic and respond thoughtfully. This research will require them to read various types of materials that are written for various audiences and purposes.

Relationship to General Education Outcomes

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.

Results

Data Summary

Students in both the face-to-face and distance learning sections of SPCH 1321 met a satisfactory level of mastery in the areas of communication and personal responsibility. In the face-to-face sections, 86% of students met the goal for critical thinking, 93% for communication, and 83% revealed an adequate application of personal responsibility. In the distance learning section, 100% achieved the minimum requirements for communication and in personal responsibility, but only 57% met the critical thinking criteria.

Analysis & Evaluation

N/A

Changes as a Result of Evaluation

Faculty responded that the assignments and activities included in the current curriculum and instruction are valuable to student learning, but there will be continued efforts to express the value of critical thinking skills, in particular, and to reveal just how and when these skills are utilized effectively.

Analysis & Evaluation – Distance Learning

Students enrolled in SPCH 1321 have multiple opportunities to practice what they learn, so it is not surprising that most students are successful in obtaining acceptable level of mastery of the outcomes. The one exception in distance learning sections is the level of mastery of critical thinking. It is more difficult to "discuss" critical thinking in an online environment, so, perhaps, students fare better on this outcome in the face-to-face sections because of the opportunity to verbalize what critical thinking skills look like when applied in real situations.

Changes as a Result of Evaluation – Distance Learning

Faculty responded that the assignments and activities included in the current curriculum and instruction are valuable to student learning, but there will be continued efforts to express the value of critical thinking skills, in particular, and to reveal just how and when these skills are utilized effectively. This is trickier in distance learning sections, but activities can be developed to assist in this effort for distance students.

Speech (SPCH.1321)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation 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.

Assessment 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.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

Students enrolled in SPCH 1321 did not master an acceptable level of participation in teamwork in either face-to-face or distance learning sections. Only 69% of face-to-face students and 43% of distance learning students participated effectively.

Analysis & Evaluation

The participation level noted here is from one particular assignment; it was suggested that faculty utilize a variety of teamwork opportunities. The same rubric can be applied, but this would give students multiple options to show their ability to engage and collaborate with classmates.

Changes as a Result of Evaluation

The participation level noted here is from one particular assignment; it was suggested that faculty utilize a variety of teamwork opportunities. The same rubric can be applied, but this would give students multiple options to show their ability to engage and collaborate with classmates.

Analysis & Evaluation – Distance Learning

The participation level noted here is from one particular assignment; it was suggested that faculty utilize a variety of teamwork opportunities. The same rubric can be applied, but this would give students multiple options to show their ability to engage and collaborate with classmates.

Changes as a Result of Evaluation – Distance Learning

The participation level noted here is from one particular assignment; it was suggested that faculty utilize a variety of teamwork opportunities. The same rubric can be applied, but this would give students multiple options to show their ability to engage and collaborate with classmates.

Workforce Education

Accounting

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students in ACNT 1303 Introduction to Accounting and Accounting 2401 Financial Accounting will be able to assemble, read, interpret, analyze and journalize the accounting transactions in a standard two column journal. The Accounting information will be dealing with the end of an Accounting period for a Service Enterprise. Additionally, the student will calculate a balance in each account in the ledger, and then prepare an Income Statement, Equity Statement and a Balance Sheet.

Implementation 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, collaboration in class between students, utube videos, podcasts,outside internet assignments (will give studens a better knowledge of Accounting), utube videos, and question and answer activities in class and class lectures.

Assessment Method

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

Criterion (Expected Outcome)

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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

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

Relationship to General Education Outcomes

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

Results

Data Summary

Analysis & Evaluation

Ninety-five percent of the students performed at the 70% or above the stated objective. Criteria met.

Changes as a Result of Evaluation

Present methods effective. No changes needed.

Analysis & Evaluation – Distance Learning

In the Distance Education Financial class eighty three percent of the assessed students scored seventy percent or better on the assessment. The Criteria was met.

Changes as a Result of Evaluation – Distance Learning

The Criteria was met with the Distance Ed class and no changes were needed or recommended.

Accounting

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students in Managerial Accounting 2402 will be able to use the nineteen formulas in the accounting presentation and textbook to calculate and assess the solvency and profitability of a business.

Implementation 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.

Assessment 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.

Criterion (Expected Outcome)

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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

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

Relationship to General Education Outcomes

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.

Results

Data Summary

Analysis & Evaluation

Seventy five percent of the students performed at the seventy percent level or above the stated objective. Criteria met.

Changes as a Result of Evaluation

Present methods effective. No changes needed.

Analysis & Evaluation – Distance Learning

Not a Distance Ed Course

Changes as a Result of Evaluation – Distance Learning

None

Accounting

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will be able to describe, calculate, and journalize the entries for cash and stock dividends and treasury stock transactions.

Implementation 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.

Assessment 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.

Criterion (Expected Outcome)

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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

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

Relationship to General Education Outcomes

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.

Results

Data Summary

Analysis & Evaluation

Seventy nine percent of the students achieved the objective with a 70 or greater on the assessment. Criteria met.

Changes as a Result of Evaluation

Present methods effective. No changes needed.

Analysis & Evaluation – Distance Learning

Distance Education students taking this class only thirty one percent had success with this goal only nine out of twenty-nine students had success with this assessment.

Changes as a Result of Evaluation – Distance Learning

Develop more exercises that explain this process and have them work additional problems from the presented material.

Adult Education

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation 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.

Assessment 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.

Criterion (Expected Outcome)

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 (PY).

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Not Related to the Learning Initiative

Relationship to General Education Outcomes

Not related to GEO.

Results

Data Summary

Based on 2015-2016 NRS Federal and TX State Performance Measures.

Analysis & Evaluation

Based on 2015 2016 NRS Federal and TX State Performance Measures.

Changes as a Result of Evaluation

New NRS and State performance measures published for Program Year 2016 2017.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Automotive Technology (Athens)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X				X
Technology	Life and Physical Science	Reading Comprehension			
X		X			

Outcome Description

AUMT.1405 The student will be able to scan the Vehicle Computer System to determine trouble codes.

Implementation Strategy

Class discussion, classroom presentation, and hands on work will be used in identifying the basic component parts and procedure for achieving the outcome.

Assessment Method

Student will identify and interpret trouble codes in the vehicle computer system.

Criterion (Expected Outcome)

Seventy five percent of the students will be able to perform the desired outcome at 75% efficiency.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

Student will use critical thinking, reading comprehension, written and oral communication, and manual dexterity skills in acquiring the desired outcome

Relationship to General Education Outcomes

To communicate clearly and effectively in both oral and written English, focusing on interpretation and expression of ideas through written, oral, and visual communication. To demonstrate qualitative and quantitative critical thinking skills, emphasizing creating thinking, innovation, inquiry, analysis. To develop skills and strategies to become an engaged learner, developing an ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

Results

Data Summary

Analysis & Evaluation

72.8 percent of students performed at 75% accuracy.

Changes as a Result of Evaluation

This objectives Implementation strategy will be reevaluated to improve student learning in this area.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Automotive Technology (Athens)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X				X
Technology	Life and Physical Science	Reading Comprehension			
		X			

Outcome Description

AUMT.1419 The student will be able to set the dwell angle of a point type ignition distributor.

Implementation Strategy

Class discussion, classroom presentation, and hands on work will be used in identifying the basic component parts and procedure for achieving the outcome.

Assessment Method

Student will identify and set the dwell angle of a point type ignition distributor

Criterion (Expected Outcome)

Eighty percent of the students will be able to perform the desired outcome at 75% efficiency.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

Student will use critical thinking, reading comprehension, written and oral communication, and manual dexterity skills in acquiring the desired outcome

Relationship to General Education Outcomes

To communicate clearly and effectively in both oral and written English, focusing on interpretation and expression of ideas through written, oral, and visual communication. To demonstrate qualitative and quantitative critical thinking skills, emphasizing creating thinking, innovation, inquiry, analysis. To develop skills and strategies to become an engaged learner, developing an ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

Results

Data Summary

Analysis & Evaluation

72.8 percent of students performed at 75% accuracy on this outcome.

Changes as a Result of Evaluation

This objectives Implementation strategy will be reevaluated to improve student learning in this area.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Automotive Technology (Athens)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X				X
Technology	Life and Physical Science	Reading Comprehension			
		X			

Outcome Description

AUMT.1410 The student will be able to double flare a brake line.

Implementation Strategy

Class discussion, classroom presentation, and hands on work will be used in identifying the basic component parts and procedure for achieving the outcome.

Assessment Method

Student will identify the line problem and perform the required brake line repair.

Criterion (Expected Outcome)

Eighty five percent of the students will be able to perform the desired outcome at 80% efficiency.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

Student will use critical thinking, reading comprehension, written and oral communication, and manual dexterity skills in acquiring the desired outcome

Relationship to General Education Outcomes

To communicate clearly and effectively in both oral and written English, focusing on interpretation and expression of ideas through written, oral, and visual communication. To demonstrate qualitative and quantitative critical thinking skills, emphasizing creating thinking, innovation, inquiry, analysis. To develop skills and strategies to become an engaged learner, developing an ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

Results

Data Summary

Analysis & Evaluation

63.7 percent of student in this course scored 70% or higher on related tasks.36.4 percent of student in this course scored 80% or higher on related tasks.

Changes as a Result of Evaluation

This objectives Implementation strategy will be reevaluated to improve student learning in this area.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Business and Office Education

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X	X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

After completing POFI 2301 Word Processing I, the student will be able to create and format a table in Microsoft Word.

Implementation Strategy

An understanding of the desired outcome by the student will be gained through lecture, class examples, reading the textbook, chapter exercises, and completing a project covering the topic of the learning outcome.

Assessment Method

The assessment of the desired outcome will be determined by the student completing the Chapter 13 Assessment. The assessment will measure the understanding of creating and formatting a table in Microsoft Word

Criterion (Expected Outcome)

80% of the students will be able to achieve a 70 or above on the assessment activities over the desired learning outcome.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

Students will be required to use the following skills to determine understanding of the desired outcome: (a)reading comprehension (b) critical thinking (c) knowledge of Microsoft Word.

Relationship to General Education Outcomes

The outcome relates to the student's ability to learn the functions of Microsoft Word 2013, apply those skills, and follow directions correctly.

Results

Data Summary

28 online students and 41 face-to-face students completed the Chapter 13.4 Assessment which required students to create a table in Microsoft Word. 23 online students and 33 face-to-face students were able to score 70% or better on the assignment.

Analysis & Evaluation

33 out of 41 students (80%) were able to complete the Chapter 13.4 Assessment with a 70% or better score. Students participated in a lecture and practice in class before completing the Assessment. Students had to create a table using Microsoft Word and data from the textbook.

Changes as a Result of Evaluation

The outcome was met. No changes will be made at this time.

Analysis & Evaluation – Distance Learning

23 out of 28 students (82%) were able to complete the Chapter 13.4 Assessment with a 70% or better score. Students participated in a lecture and practice in class before completing the Assessment. Students had to create a table using Microsoft Word and data from the textbook.

Changes as a Result of Evaluation – Distance Learning

Over 80% of the students completed the assignment with a score of 70% or better. No changes will be made at this time.

Business and Office Education

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

After completing POFT 2312 Business Correspondence and Communication, the student will be able to create an effective chronological resume.

Implementation Strategy

An understanding of the desired outcome by the student will be gained through lecture, class examples, reading the textbook, chapter exercises, and submitting a chronological resume.

Assessment Method

The assessment of the desired outcome will be determined by the student submitting a personal resume that receives a rating of "Proficient" in each of the resume categories. A rubric will be used to rate the resume and determine the effectiveness.

Criterion (Expected Outcome)

75% of the students will have a rating on the scoring rubric of "Proficient" in each of the resume categories.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

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

Relationship to General Education Outcomes

This outcome relates to the student's ability to comprehend, analyze, interpret, and evaluate printed materials. This outcome also relates to written communication, as the student is required to create a resume that will help them find a job.

Results

Data Summary

24 of 27 online students and 9 of 10 face-to-face students created a Chronological Resume that received a score of "Proficient" on each resume category. Online students were given materials and articles to help them create a "Proficient" resume, and Face-to-Face students completed a Resume Workshop in class.

Analysis & Evaluation

9 of 10 students (90%) completed the Resume Assignment with a rating of "proficient" in each resume category. Students completed an in-class Resume Workshop prior to submitting the assignment. Students could also submit the assignment early to receive feedback before submitting the final product.

Changes as a Result of Evaluation

No changes were necessary. The desired outcome was met.

Analysis & Evaluation – Distance Learning

24 of 27 students (89%) completed the Resume Assignment with a rating of "proficient" in each resume category. Students received articles and examples to help them create a proficient resume

Changes as a Result of Evaluation – Distance Learning

The desired outcome was met. No changes are necessary at this time.

Business and Office Education

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			
X					

Outcome Description

After successfully completing 50% of POFT 1429 Basic Keyboarding, the student will be able to demonstrate touch typing of all alpha keys at 30 words per minute.

Implementation Strategy

An understanding of the desired outcome by the student will be gained through practice exercises and examination.

Assessment Method

The assessment of the desired outcome will be determined by the student completing an examination after successfully completing 50% of the course.

Criterion (Expected Outcome)

75% of the students will demonstrate touch typing of all alpha keys at 30 words per minute with no errors in a 1-minute timed writing.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

Students will be required to use the following skills to determine understanding of the desired outcome: (a) written communication (b) reading comprehension (c) typing skills.

Relationship to General Education Outcomes

This outcome relates to the student's ability to comprehend, analyze, interpret, and evaluate printed materials. This outcome also relates to written communication, as the student is required to type in a timed environment.

Results

Data Summary

52 students attempted the 1-minute error free alpha timed writing at 30+ words per minute assessment. 41 students (79%) met the objective and 11 students did not meet the objective.

Analysis & Evaluation

52 students completed the 1-minute error-free alpha timed writing at 30+ words per minute assessment. Students completed this assessment after completing 50% of the course. Students had to

type for 1-minute, not have any incorrect keystrokes, and type at least 30 words in that minute.41 students were able to complete the assessment and 11 students did not successfully complete the assessment.

Changes as a Result of Evaluation

The objective was met. Changes are not necessary.

Analysis & Evaluation – Distance Learning

All students completed this assessment in a Distance Learning medium. 52 students completed the 1-minute error-free alpha timed writing at 30+ words per minute assessment. Students completed this assessment after completing 50% of the course. Students had to type for 1-minute, not have any incorrect keystrokes, and type at least 30 words in that minute.1 students were able to complete the assessment and 11 students did not successfully complete the assessment.

Changes as a Result of Evaluation – Distance Learning

The objective was met. Changes are not necessary.

Computer Science Management Information System

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
Technology	Life and Physical Science	Reading Comprehension			
X					

Outcome Description

Students will demonstrate ability to: insert and format a header in a WORD document, including automatic page numbers.

Implementation Strategy

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

Assessment Method

The assessment of this will be determined by students completing a Word Project (ie “In the Lab 1, chapter 2”), which is specifically mapped to determine the level students have achieved the desired outcome. Using SAM will keep grading consistent.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading Only

The outcome will improve reading skills focused on comprehending, analyzing, interpreting, and evaluating problems.

Relationship to General Education Outcomes

The outcome directly relates to students ability to utilize computer based technology by accessing information, analyzing and solving a problem and communicating a solution by accomplishing an assigned project..

Results

Data Summary

Eighty five per cent (85%) of students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcome in all classes. Eighty four per cent (84%) of students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcome in face to

face or hybrid classes. Eighty eight per cent (88%) of students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcome in distance classes.

Analysis & Evaluation

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

Changes as a Result of Evaluation

Since eighty five percent (85%) 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.

Analysis & Evaluation – Distance Learning

Eighty eight per cent (88%) of students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcome in distance classes.

Changes as a Result of Evaluation – Distance Learning

Since eighty eight percent (88%) of the students in distance classes 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 Management Information System

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
Technology	Life and Physical Science	Reading Comprehension			
X					

Outcome Description

Students will demonstrate ability to: use PowerPoint to create a presentation using multiple slide layouts, and inserting and resizing pictures.

Implementation Strategy

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

Assessment Method

The assessment of this will be determined by students completing a PowerPoint Project (ie “In the Lab 1, chapter 2”), which is specifically mapped to determine the level students have achieved the desired outcome. Using SAM will keep grading consistent

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading Only

The outcome will improve reading skills focused on comprehending, analyzing, interpreting, and evaluating problems.

Relationship to General Education Outcomes

The outcome directly relates to students ability to utilize computer based technology by accessing information, analyzing and solving a problem and communicating a solution by accomplishing an assigned project.

Results

Data Summary

Ninety three per cent (93%) of students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcome in all classes. Ninety three per cent (93%) of students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcome in face to

face or hybrid classes. Ninety two per cent (92%) of students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcome in distance classes.

Analysis & Evaluation

Ninety three per cent (93%) of students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcome in all classes.

Changes as a Result of Evaluation

Since ninety three percent (93%) 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.

Analysis & Evaluation – Distance Learning

Ninety two per cent (92%) of students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcome in distance classes.

Changes as a Result of Evaluation – Distance Learning

Since ninety two percent (92%) of the students in distance classes 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 Management Information System

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
Technology	Life and Physical Science	Reading Comprehension			
X					

Outcome Description

Students will demonstrate ability to: use Access to create a database using multiple data types, enter information into the created table, and create a report for the table.

Implementation Strategy

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

Assessment Method

The assessment of this will be determined by students completing a Access Project (ie “In the Lab 1, chapter 1”), which is specifically mapped to determine the level students have achieved the desired outcome. Using SAM will keep grading consistent.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading Only

The outcome will improve reading skills focused on comprehending, analyzing, interpreting, and evaluating problems.

Relationship to General Education Outcomes

The outcome directly relates to students ability to utilize computer based technology by accessing information, analyzing and solving a problem and communicating a solution by accomplishing an assigned project.

Results

Data Summary

Eighty one per cent (81%) of students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcome in all classes. Eighty one per cent (81%) of students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcome in face to

face or hybrid classes. Eighty eight per cent (81%) of students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcome in distance classes.

Analysis & Evaluation

Eighty one per cent (81%) of students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcome in all classes.

Changes as a Result of Evaluation

Since eighty one percent (81%) 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.

Analysis & Evaluation – Distance Learning

Eighty eight per cent (81%) of students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcome in distance classes.

Changes as a Result of Evaluation – Distance Learning

Since eighty one percent (81%) of the students in distance classes 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

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X				X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will be taught the application process using the bowl and brush method for the virgin tint application.

Implementation Strategy

Class room theory, teacher demonstration using hands on technique will properly prepare students for the virgin tints application.

Assessment Method

Students will be evaluated by the instructor, using a competency criteria that is based on the individual steps and proper techniques required in order to successfully perform the service in the salon.

Criterion (Expected Outcome)

Students will be scored on individual skills and will be expected to complete at a rate of 90%.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

Students will perform these services on manikins and clients as part of their training process. This will bring confidence to the student in preparing for the workplace.

Relationship to General Education Outcomes

Students will become skilled and knowledgeable in the applications, techniques and people skills needed to become successful in the workplace.

Results

Data Summary

Analysis & Evaluation

95% of the students successfully completed. Students were evaluated by the instructor and students did well applying the color and understanding the terminology. The area they will need to focus on would be formulating the color.

Changes as a Result of Evaluation

Instructors will provide more theory and demonstration on formulating color.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Cosmetology

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X				X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will be taught the basic techniques of applying chemical hair relaxer and the safety of each.

Implementation Strategy

Through textbook theory and instructor hands-on demonstration, students will then perform mock applications on manikins to gain a complete understanding of the techniques required for success.

Assessment Method

Students will be evaluated through written exams and individual application of mock product on manikins based on a step by step method.

Criterion (Expected Outcome)

95 % of the students will successfully perform the methods and applications involved in this service of applying chemical hair relaxer.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

In order for students to have diversity in the salon with different hair textures, they must be able to understand the procedures and applications and be able to successfully service this client with proficiency.

Relationship to General Education Outcomes

Students will become skilled and knowledgeable in the chemical relaxer service in order to be successful in the workplace.

Results

Data Summary

Analysis & Evaluation

90% successfully completed the application of the chemical relaxer and the written portion of the test.

Changes as a Result of Evaluation

Instructors will provide additional theory through extended lecture.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Cosmetology

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X				X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will be taught the proper methods of applying nail polish to the nail.

Implementation Strategy

The instructor will demonstrate the technique on a student, explaining the steps and safety measures as she proceeds with the demonstration. Students will then pair with a fellow student and perform the service on each other.

Assessment Method

Students will be evaluated by the instructor based on criteria from the Milady Cosmetology Textbook.

Criterion (Expected Outcome)

98% of students will successfully apply nail polish as directed.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

In order for students to be successful in the salon, they must have a thorough understanding of the service they are performing as well as the technical skills to be the best that they can be. A pleased client is the goal for the student which also brings new clients.

Relationship to General Education Outcomes

Students will be able to perform at a level needed in order to be successful in the workplace.

Results

Data Summary

Analysis & Evaluation

98% of the students successfully applied nail polish to the nail and 100% of the students passed the practical portion of the state board exam. Instructors observed students applying nail polish on clients and each other preparing for the state board exam.

Changes as a Result of Evaluation

The students did a great job on this skill and we will continue doing this method.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Criminal Justice

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X			X	
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

The student will be able to describe and explain the function of a Defense Attorney in the judicial process.

Implementation 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.

Assessment 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.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading & Student Engagement

Students will be required to utilize written communication, lecture discussions, and chapter exercises to demonstrate their understanding of the desired outcome.

Relationship to General Education Outcomes

Students will be required to utilize written communication, research journals, computers and exams to demonstrate their understanding of the desired outcome, critical thinking skills, reading comprehension skills to achieve the learning outcome.

Results

Data Summary

Analysis & Evaluation

88 percent of students scored 70% or higher on the various assessments utilized. 76 percent of students scored 80% or higher on the various assessments utilized.

Changes as a Result of Evaluation

Given the circumstances surrounding this outcome, it will be reevaluated in order to provide more succinct accuracy.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Criminal Justice

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X			X	X
Technology	Life and Physical Science	Reading Comprehension			
X					

Outcome Description

The student will be able to describe and explain the differences between serial murder and Mass murder.

Implementation Strategy

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

Assessment 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.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading & Student Engagement

Students will be required to utilize written communication, lecture discussions, computers, and chapter exercises to demonstrate their understanding of the desired outcome.

Relationship to General Education Outcomes

Students will be required to utilize written communication, research journals, computers and exams to demonstrate their understanding of the desired outcome, critical thinking skills, reading comprehension skills to achieve the learning outcome.

Results

Data Summary

Analysis & Evaluation

N/A

Changes as a Result of Evaluation

N/A

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Criminal Justice

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X	X	
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

The student will be able to describe and explain the difference between State and local jails or prisons.

Implementation 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.

Assessment 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.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading & Student Engagement

Students will be required to utilize written communication, lecture discussions, and chapter exercises to demonstrate their understanding of the desired outcome.

Relationship to General Education Outcomes

Students will be required to utilize written communication, research journals, computers and exams to demonstrate their understanding of the desired outcome, critical thinking skills, reading comprehension skills to achieve the learning outcome.

Results

Data Summary

Analysis & Evaluation

100 percent of students scored 70% or higher on the various assessments utilized. 83.4 percent of students scored 80% or higher on the various assessments utilized.

Changes as a Result of Evaluation

Given the circumstances surrounding this outcome, it will be reevaluated in order to provide more succinct accuracy.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Digital Photography

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			
X					

Outcome Description

Students who successfully complete PHTC 1411 Fundamentals of Photography will be able to operate a digital camera, manipulate a captured image using industry-standard software to manipulate technical and composition elements a way that meets minimum standards of professional quality.

Implementation Strategy

Through class discussion, demonstration, and hands-on practice, students will learn the basics of effective photography, as well as components of the digital camera and software to achieve optimum aesthetic quality in their photographs.

Assessment Method

Students will produce a minimum number of photographs that will be evaluated using a rubric that assigns points for technical elements of focus, contrast, discoloration, lighting, and re-sizing; and composition elements of center of interest, angle of interest, message of photo, framing, mood, and leading lines.

Criterion (Expected Outcome)

Eighty percent of students who produce an adequate number of photographs for assessment will achieve at least 85% of the 50 points available on the rubric. This reveals a satisfactory level of quality for beginning but advancing photographers.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

The creative, skill-based, and hands-on nature of this course will likely motivate students to respond positively to the learning experience and potentially engage them to seek additional learning experiences. The skills learned in this course and program may lead not only to increased personal satisfaction but also to enhanced employment opportunities, which is inspirational and promotes engagement with other challenging experiences.

Relationship to General Education Outcomes

Students must evoke their critical thinking skills as they assess and manipulate the equipment, contexts, and elements to produce the best quality photographs. Many conclusions have to be drawn when being creative in order that the most aesthetically pleasing and effective product may be developed. Students

utilize computer software to assist them in this process and must invoke their artistic perspective and develop their artistic skill in creating works of highest quality.

Results

Data Summary

This is a very small class, and only one section is offered once a year, as part of a one-year certificate program. Of the students who attempted to meet the standards of the outcomes in this course, all of them were able to accomplish the goal by earning at least 85% of the available points on the rubric used to assess their skill at operating and manipulating a digital camera in a professional manner.

Analysis & Evaluation

With small classes, the instructor is able to give one-on-one instruction and guidance. The students are highly motivated and engaged, so this increases their probability for success at mastery.

Changes as a Result of Evaluation

The instructor would like to increase the minimum expectations. This includes increasing the requirements for operating the camera, but also being able to manipulate the camera to create photographs that far exceed minimum professional standards.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Digital Photography

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			
X					

Outcome Description

Students who successfully complete PHTC 1443 Expressive Photography will complete a professional portfolio to showcase their photographic experience and skills.

Implementation Strategy

Students will finalize their portfolios in PHTC 1443. They will be guided in selecting photographs to include in their portfolios and in presenting the photographs to highlight their photographic skills learned through previous class discussion, demonstration, and hands-on practice with the digital camera and industry-standard software.

Assessment Method

Student portfolios will be evaluated using a rubric that assigns points for technical elements of focus, contrast, discoloration, lighting, and re-sizing; and composition elements of center of interest, angle of interest, message of photo, framing, mood, and leading lines.

Criterion (Expected Outcome)

Seventy-five percent of the students who submit a completed portfolio will earn at least 90% of the 300 points available on the portfolio rubric.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

The creative, skill-based, and hands-on nature of this course will likely motivate students to respond positively to the learning experience and potentially engage them to seek additional learning experiences. The skills learned in this course and program may lead not only to increased personal satisfaction but also to enhanced employment opportunities, which is inspirational and promotes engagement with other challenging experiences.

Relationship to General Education Outcomes

Students must evoke their critical thinking skills as they assess and manipulate the equipment, contexts, and elements to produce the best quality photographs. Many conclusions have to be drawn when being creative in order that the most aesthetically pleasing and effective product may be developed. Students utilize computer software to assist them in this process and must invoke their artistic perspective and develop their artistic skill in creating works of highest quality.

Results

Data Summary

This is a very small class, and only one section is offered once a year, as part of a one-year certificate program. Of the students who attempted to meet the standards of the outcomes in this course, all of them were able to accomplish the goal by earning at least 90% of the available points on the rubric used to assess their skill and creativity in developing a complete professional portfolio.

Analysis & Evaluation

With small classes, the instructor is able to give one-on-one instruction and guidance. The students are highly motivated and engaged, so this increases their probability for success at mastery.

Changes as a Result of Evaluation

The instructor would like to expand the requirements of the portfolio in order to enhance its contents to include a complete photography spread layout.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Drafting and Design Technology

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			
		X			

Outcome Description

Students will demonstrate an ability to define, recognize, and use properly the line type definitions set forth in the ANSI (American National Standards Institute) standards.

Implementation Strategy

Classroom lectures, lab demonstrations, unit readings, and student execution of projects will be used to develop the knowledge of line type definitions.

Assessment Method

The student will complete a pre-test and post-test in order to determine to what extent the outcome was reached.

Criterion (Expected Outcome)

All students will score 85% or higher on Post-Test.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading Only

The Student will have to read and comprehend the ANSI standards

Relationship to General Education Outcomes

This outcome requires students to read and comprehend the ANSI standards related to line types and their uses. The student will have to make decisions as to the correct line type to use in a given situation.

Results

Data Summary

Analysis & Evaluation

I failed to administer the Pre & Post-tests. However, using course work completed throughout the semester, students performed well on this outcome. They comprehended the meaning of line types and used them appropriately the majority of the time. Given that there are no test results, I cannot quantify the results in terms of the criterion set forth.

Changes as a Result of Evaluation

More attention to be paid on my part to the following the assessment method.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Drafting and Design Technology

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
Technology	Life and Physical Science	Reading Comprehension			
		X			

Outcome Description

Drafting students in the introductory course will be able to use and define commonly accepted acronyms in the Drafting industry of which there are many.

Implementation Strategy

Classroom lectures, unit readings, and student execution of projects will be used to develop the knowledge necessary to complete this outcome.

Assessment Method

Pre-test and post-test will be given and used to determine outcome.

Criterion (Expected Outcome)

All Drafting students in the introductory course should be able to define commonly used acronyms in the drafting industry with 80% accuracy

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading Only

The students will have to read and comprehend the definition of each of the commonly used acronyms in the drafting industry

Relationship to General Education Outcomes

The students will have to read and comprehend the definition of each of the commonly used acronyms in the drafting industry.

Results

Data Summary

Analysis & Evaluation

I failed to administer the Pre & Post-tests. However, 2 of the 3 students enrolled seem to comprehend the acronyms well and the 3rd dropped and changed majors. Given that there are no test results, I cannot quantify the results in terms of the criterion set forth.

Changes as a Result of Evaluation

More attention to be paid on my part to the following the assessment method.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Drafting and Design Technology

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			
	X				

Outcome Description

Students in the Solid Modeling class will learn to prepare 3D models for the 3D printer as well as operate the 3D printer to produce a PLA plastic part of their model.

Implementation Strategy

Demonstrations of the proper use of the 3D printer software and hardware will be used to present the required information for this outcome.

Assessment Method

Successful production of a 3D printed part will be evidence of completion of this outcome.

Criterion (Expected Outcome)

80% of the students will successfully produce a completed 3D printed part.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

Successfully taking a computer generated model and producing a 3D printed part one can hold their hand has great impact on a student's desire to further develop their skills. They begin trying to create models of increasing complexity to see if they can produce it in the 3D printer.

Relationship to General Education Outcomes

The student will have to demonstrate critical thinking skills to determine the best method to employ in order to obtain the desired 3D printed part. The use of computer software to produce the model and then to prepare that model for printing is how the outcome is reached.

Results

Data Summary

Analysis & Evaluation

16 of 20 students enrolled completed the 3D printer project successfully giving exactly 80% attainment of the criterion. However, 2 students dropped before the project assignment giving 16 of 18 completing the project resulting in 88.8% of students completing the project.

Changes as a Result of Evaluation

As it is easy to get students to want to print something on the 3D printer, I will modify my focus to not be as narrow as this outcome was in the future.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Early Childhood Development

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X				X	X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will be able to evaluate the various theories of child development.

Implementation 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.

Assessment Method

Assessment will be determined by a specifically developed examination to be given after the presentation of material covering the desired outcome.

Criterion (Expected Outcome)

70% of the students assessed will show mastery of 60% of the examination.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

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

Relationship to General Education Outcomes

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. Through assignments and homework, students will develop personal study habits that will enable them to be more responsible in their daily interactions.

Results

Data Summary

Analysis & Evaluation

13 students enrolled / 13 students tested A - 10 B - 1 C - 0 D - 1 F - 1** 12 students tested or 92 % made 60 or above- *** 1 students tested or 8 % failed.

Changes as a Result of Evaluation

None

Analysis & Evaluation – Distance Learning

25 students enrolled / 19 students tested A - 5 B - 2 C - 7 D - 2 F - 3** 16 students tested or 84 % made 60 or above- *** 3 students tested or 16% failed.

Changes as a Result of Evaluation – Distance Learning

None

Early Childhood Development

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X				X	X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will understand the differences in the four styles of parenting.

Implementation 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.

Assessment Method

Assessment will be determined by a specifically developed examination to be given after the presentation of material covering the desired outcome.

Criterion (Expected Outcome)

70% of the students assessed will show mastery of 60% of the examination.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

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

Relationship to General Education Outcomes

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. Through assignments and homework, students will develop personal study habits that will enable them to be more responsible in their daily interactions.

Results

Data Summary

Analysis & Evaluation

13 students enrolled / 13 students tested A - 9 B - 1 C - 0 D - 1 F - 2** 11 students tested or 85 % made 60 or above- *** 2 students tested or 15% failed.

Changes as a Result of Evaluation

None

Analysis & Evaluation – Distance Learning

25 students enrolled / 18 students tested A - 6 B - 1 C - 5 D - 1 F - 5** 13 students tested or 72 % made 60 or above- *** 5 students tested or 28 % failed.

Changes as a Result of Evaluation – Distance Learning

None

Early Childhood Development

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X				X	X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will become aware of the symptoms, possible origins and treatment of attention-deficit hyperactive disorder (ADHD).

Implementation 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.

Assessment Method

Assessment will be determined by a specifically developed examination to be given after the presentation of material covering the desired outcome.

Criterion (Expected Outcome)

70% of the students assessed will show mastery of 60% of the examination.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

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

Relationship to General Education Outcomes

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. Through assignments and homework, students will develop personal study habits that will enable them to be more responsible in their daily interactions.

Results

Data Summary

Analysis & Evaluation

13 students enrolled / 13 students tested A - 13 B - 0 C - 0 D - 0 F - 0** 13 students tested or 100 % made 60 or above- *** 0 students tested or 0% failed.

Changes as a Result of Evaluation

None

Analysis & Evaluation – Distance Learning

25 students enrolled / 17 students tested A - 10 B - 4 C - 1 D - 1 F - 0** 17 students tested or 100 %
made 60 or above- *** 0 students tested or 0% failed.

Changes as a Result of Evaluation – Distance Learning

None

Early Childhood Development

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X				X	X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will gain an understanding on how identity is formed in adolescence.

Implementation 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.

Assessment Method

Assessment will be determined by a specifically developed examination to be given after the presentation of material covering the desired outcome.

Criterion (Expected Outcome)

70% of the students assessed will show mastery of 60% of the examination.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

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

Relationship to General Education Outcomes

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. Through assignments and homework, students will develop personal study habits that will enable them to be more responsible in their daily interactions.

Results

Data Summary

Analysis & Evaluation

13 students enrolled / 13 students tested A - 13 B - 0 C - 0 D - 0 F - 0** 13 students tested or 100 % made 60 or above- *** 0 students tested or 0% failed.

Changes as a Result of Evaluation

None

Analysis & Evaluation – Distance Learning

25 students enrolled / 17 students tested A - 10 B - 4 C - 1 D - 1 F - 0** 17 students tested or 100 %
made 60 or above- *** 0 students tested or 0% failed.

Changes as a Result of Evaluation – Distance Learning

None

Economics (ECON 2301)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X	X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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.

Assessment 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.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

The textbook for this course requires a high level of comprehension and students will be expected to read the material out of class. The multiple choice questions are drawn from the publisher's test bank and reading skills will play an important role in successful completion of those particular questions. Students will also have to initiate discussions and perhaps reading of current events to be prepared for the higher level of critical thinking that some of the questions will require.

Relationship to General Education Outcomes

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.

Results

Data Summary

67% of the students made 70% or above for this Leap.

Analysis & Evaluation

Were within 3% of the stated objective.

Changes as a Result of Evaluation

Present methods are within range of the stated goal. Will concentrate more on critical thinking.

Analysis & Evaluation – Distance Learning

83% of the students performed at 70% or above the stated objective. Criteria met.

Changes as a Result of Evaluation – Distance Learning

Present methods effective. No changes needed.

Economics (ECON 2301)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X	X			
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation 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 online discussions that will encourage critical thinking and problem solving as it relates to the use of monetary and fiscal policy.

Assessment 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.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

The textbook and multiple choice questions will evaluate the ability of the students to read and comprehend the technical information related to the academics of monetary and fiscal policy. Student discussions and outside reading should encourage students to become involved in their education in terms of academics and real world issues.

Relationship to General Education Outcomes

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.

Results

Data Summary

70% of the students performed at 70% of the stated objective.

Analysis & Evaluation

Criteria met.

Changes as a Result of Evaluation

Present methods effective. No changes needed.

Analysis & Evaluation – Distance Learning

84% of students obtained 70% or more of the stated objective. Criteria met.

Changes as a Result of Evaluation – Distance Learning

Present methods effective. No changes needed.

Economics (ECON 2301)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X	X			
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation 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.

Assessment 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 to international economics, globalization and government policies that relate to same.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

The textbook for this course requires a high level of comprehension and students will be expected to read the material out of class. The multiple choice questions are drawn from the publisher's test bank and reading skills will play an important role in successful completion of those particular questions. Students will also have to initiate discussions and perhaps reading of current events to be prepared for the higher level of critical thinking that some of the questions will require.

Relationship to General Education Outcomes

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.

Results

Data Summary

75% of the students performed at 70% of the stated objective.

Analysis & Evaluation

Criteria met.

Changes as a Result of Evaluation

Present methods effective. No changes needed.

Analysis & Evaluation – Distance Learning

83% of the students performed at 70% of the stated objective. Criteria met.

Changes as a Result of Evaluation – Distance Learning

Present methods effective. No changes needed.

Economics (ECON 2302)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X	X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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.

Assessment 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.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

The textbook for this course requires a high level of comprehension and students will be expected to read the material out of class. The multiple choice questions are drawn from the publisher's test bank and reading skills will play an important role in successful completion of those particular questions. Students will also have to initiate discussions and perhaps reading of current events to be prepared for the higher level of critical thinking that some of the questions will require.

Relationship to General Education Outcomes

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.

Results

Data Summary

71% of the students performed at 70% of the stated objective.

Analysis & Evaluation

Criteria met.

Changes as a Result of Evaluation

Present methods effective. No changes needed.

Analysis & Evaluation – Distance Learning

85% of the students performed at 70% of the stated objective. Criteria met.

Changes as a Result of Evaluation – Distance Learning

Present methods effective. No changes needed.

Economics (ECON 2302)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X	X			
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation 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.

Assessment 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.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

The textbook for this course requires a high level of comprehension and students will be expected to read the material out of class. The multiple choice questions are drawn from the publisher's test bank and reading skills will play an important role in successful completion of those particular questions. Students will also have to initiate discussions and perhaps reading of current events to be prepared for the higher level of critical thinking that some of the questions will require.

Relationship to General Education Outcomes

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.

Results

Data Summary

73% of the students performed at 70% of the stated objective.

Analysis & Evaluation

Criteria met.

Changes as a Result of Evaluation

Present methods effective. No changes needed.

Analysis & Evaluation – Distance Learning

80% of the students performed at 70% of the stated objective. Criteria met.

Changes as a Result of Evaluation – Distance Learning

Present methods effective. No changes needed.

Economics (ECON 2302)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X	X			
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation 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 online discussions that will encourage critical thinking and problem solving as it relates to market failure, public choice, and special-interest group politics.

Assessment 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.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

The textbook and multiple choice questions will evaluate the ability of the students to read and comprehend the purpose, tools, problems, intended, and unintended effects of market failure, public choice, and special-interest group politics. Student discussions, outside reading, and public forum participation should encourage students to become involved in their education in terms of academics and real world issues.

Relationship to General Education Outcomes

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 purpose, tools, problems, intended, and unintended effects of market failure, public choice, and special-interest group politics.

Results

Data Summary

77% of the students performed at 70% of the stated objective.

Analysis & Evaluation

Criteria met.

Changes as a Result of Evaluation

Present methods effective. No changes needed.

Analysis & Evaluation – Distance Learning

80% of the students performed at 70% of the stated objective. Criteria met.

Changes as a Result of Evaluation – Distance Learning

Present methods effective. No changes needed.

Fire Science Technology

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					X
Technology	Life and Physical Science	Reading Comprehension			
		X			

Outcome Description

The Student Will Acquire A Basic Knowledge Of The Law In Each Of The Specified Subject Areas That Directly Or Indirectly Affect The Fire Services.

Implementation Strategy

The Students Will Gain An Understanding Of The Outcome Desired Through Reading Textbook Materials, Class Interactions, Discussions And Lectures. This Includes Class Demonstrations.

Assessment Method

The Assessment Of The Outcome Desired Will Be Determined By Students Completing Examinations Of The Learning Outcomes Material Presented That Will Contain Specific Questions Developed To Determine The Level They Have Achieved.

Criterion (Expected Outcome)

A Minimum Of 87% Of The Students Will Be Able To Achieve The Desired Learning Outcome Based On The Assessment Activity And Have A Basic Knowledge Of How Law Is Present In And Affects The Fire Service As A Whole And Firefighters And Their Departments Specifically.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

Students Will Be Able To Utilize Written Communication And Critical Thinking Skills To Demonstrate Their Understanding Of The Material And The Learning Outcomes Desired.

Relationship to General Education Outcomes

The Students Will Be Able To Provide Basic Knowledge Of The Methodology Through Which To Locate, Read And Comprehend The Various Statutes, Regulations And Cases That Is The Framework Of The Law As It Applies To The Fire Service Administration.

Results

Data Summary

Analysis & Evaluation

Based On Tests, Learning Exercises, Written Assignments And In Class Participation 95% Of Students Demonstrated An Understanding Of The Law In Specified Subject Areas That Directly Or Indirectly Affect The Fire Services.

Changes as a Result of Evaluation

The Students That Participated In All Course Activities And Completed The Course Did Achieve The Desired Outcome In Understanding The Various Statutes, Regulations And Cases That Is The Framework Of The Law As It Applies To The Fire Service Administration. No Changes Are Expected.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Fire Science Technology

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					X
Technology	Life and Physical Science	Reading Comprehension			
		X			

Outcome Description

The Student Will Be Able To Demonstrate A Technical Understanding Of The Characteristics And Impacts Of Fire Loss And The Crime Of Arson Necessary To Conduct Competent Fire Investigation And Analysis

Implementation Strategy

The Student Will Gain An Understanding Of The Desired Outcome Through Reading Textbook Materials, Class Lectures And Discussions, Practice Exercises And Class Demonstrations.

Assessment 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.

Criterion (Expected Outcome)

A Minimum Of 88% Of The Students Will Be Able To Achieve The Desired Learning Outcome Based On The Assessment Activity And Have A Working Knowledge Of Arson Investigations And Analysis, Fire Loss And The Crime Of Arson.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

Students Will Be Required To Utilize Their Written Communication Skills To Demonstrate Their Understanding Of The Learning Outcome Desired. Critical Thinking Skills To Comprehend The Learning Outcome Desired And Reading Comprehension Skills To Achieve An Understanding Of The Desired Learning Outcome

Relationship to General Education Outcomes

The Students Will Demonstrate The Ability To Communicate Clearly In Written Assignments While Reading Skills Will Focus On Comprehending, Analyzing, Interpreting And Evaluating Visual And Printed Materials. These Along With Critical Thinking Skills Are Necessary For Fire Service Occupations Especially In The Area Of Arson Investigation And The Need For Competent Investigation And Analysis.

Results

Data Summary

Analysis & Evaluation

Based On Tests, Learning Exercises, Written Assignments And In Class Participation, 94% Of Students Demonstrated An Understanding Of The Crime Of Arson, Impacts Of Fire Loss And The Need For Competent Fire Investigation And Analysis.

Changes as a Result of Evaluation

Students That Participated In Course Activities And Completed The Course Did Achieve The Desired Outcome For The Ability To Determine The Characteristics Of Fire Loss, The Crime Of Arson And Impacts Of Fire Loss Economically And Socially On The Community At Large.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Fire Science Technology

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					X
Technology	Life and Physical Science	Reading Comprehension			
		X			

Outcome Description

The Student Will Acquire A Basic Knowledge Of Strategic Decisions And Tactical Operations That Can Improve Fire Fighting Skills While Learning What Needs To Be Accomplished For Successful Fireground Operations.

Implementation Strategy

The Student Will Gain An Understanding Of The Desired Outcome Through Reading The Textbook Materials, From Class Lectures And Discussions Including Class Demonstrations.

Assessment Method

The Assessment Of The Desired Outcome Will Be Determined By Students Completing Examinations Of The Learning Outcomes Materials Presented. They Will Contain Questions Developed Specifically To Determine The Level The Students Have Been Able To Achieve.

Criterion (Expected Outcome)

A Minimum Of 89% Of Students Will Be Able To Achieve The Desired Learning Outcome Based On The Assessment Activity And Have A Basic Knowledge Of Tactical And Fireground Operations.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

Students Will Be Able To Demonstrate An Understanding Of The Material Covered Within The Desired Learning Outcomes By Utilizing Written Communication And Critical Thinking Skills.

Relationship to General Education Outcomes

The Students Will Be Able To Demonstrate Their Understanding Of Strategic Decisions And Tactical Operations As They Relate To Successful Fireground Operations.

Results

Data Summary

Analysis & Evaluation

Based On Tests, Learning Exercises, Written Assignments And In Class Participation, 93% Of Students Demonstrated An Understanding Of Tactical Operations And Strategic Basic Firefighting Skills Necessary For Fireground Operations.

Changes as a Result of Evaluation

Students That Participated In Course Activities And Completed The Course Did Achieve The Desired Outcome For Implementing Basic Firefighting Skills In Tactical Operations And Strategies Required During Fireground Operation

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Legal Assistant Technology

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
Technology	Life and Physical Science	Reading Comprehension			
		X			

Outcome Description

Students will acquire and demonstrate a basic understanding of what duties are required of legal paralegals in the legal profession.

Implementation Strategy

Students will have assignments and hands-on exercises to obtain the desired outcome.

Assessment Method

Assignments and tests will be administered to the students through the semester to determine the students level of achievement of the desired outcome.

Criterion (Expected Outcome)

Sixty percent of students assessed will be able to achieve a minimum score of 70 or above on the desired learning outcome.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

In order to demonstrate their understanding of the desired learning outcomes, students will be required to use the following skills: (a) oral and written communication, reading comprehension and critical thinking.

Relationship to General Education Outcomes

This outcome is related to the students 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.

Results

Data Summary

Analysis & Evaluation

Seven of the ten students assessed (70% seventy percent) in the Law Office Management course passes with a 60 or greater on the assessment instrument

Changes as a Result of Evaluation

No changes are anticipated at this time. Students assessed passed the benchmark set for passing.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Legal Assistant Technology

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			
		X			

Outcome Description

Students will describe, discuss and demonstrate their understanding of Legal Terminology, ethical behavior in a law office.

Implementation Strategy

Students will have assignments and hands-on exercises to obtain the desired outcome.

Assessment Method

Assignments and tests will be administered to the students through the semester to determine the students level of achievement of the desired outcome.

Criterion (Expected Outcome)

Sixty percent of students assessed will be able to achieve a minimum score of 70 or above on the desired learning outcome.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

In order to demonstrate their understanding of the desired learning outcomes, students will be required to use the following skills: (a) oral and written communication, reading comprehension and critical thinking.

Relationship to General Education Outcomes

This outcome is related to the students 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.

Results

Data Summary

Analysis & Evaluation

Ninety three percent of the students assessed were able to obtain the meet the assessment criteria.

Changes as a Result of Evaluation

No changes anticipated at this time.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Legal Assistant Technology

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			
		X			

Outcome Description

The student will demonstrate a knowledge of the origins of American law, contracts, personal property, bailment, negotiable instruments, insurance, partnership, corporation and real property. The student will demonstrate the knowledge throughout the semester by assessment techniques used throughout the semester.

Implementation Strategy

Students will have assignments and hands-on exercises to obtain the desired outcome.

Assessment Method

Assignments and tests will be administered to the students through the semester to determine the students level of achievement of the desired outcome.

Criterion (Expected Outcome)

Sixty percent of students assessed will be able to achieve a minimum score of 70 or above on the desired learning outcome.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

In order to demonstrate their understanding of the desired learning outcomes, students will be required to use the following skills: (a) oral and written communication, reading comprehension and critical thinking.

Relationship to General Education Outcomes

In order to demonstrate their understanding of the desired learning outcomes, students will be required to use the following skills: (a) oral and written communication, reading comprehension and critical thinking.

Results

Data Summary

Analysis & Evaluation

Seventy eight percent of the students assessed were able to meet the assessment criteria. Eighteen of the twenty three students assessed scored higher than the assessment criteria.

Changes as a Result of Evaluation

No changes anticipated.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Management Education

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will explain what practical steps managers can take to improve ethical decision making in the work environment.

Implementation 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.

Assessment Method

At the end of each term, students in MGMT 1327 will be assessed after the material is covered, using a course exam over the topic of "ethical decision making in the work environment".

Criterion (Expected Outcome)

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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

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

Relationship to General Education Outcomes

This outcome relates to the students ability to comprehend and communicate, analyze, interpret and evaluate printed materials and work effectively with others. The students will have to use the above General Education Outcomes to be successful when making ethical decisions in the work environment.

Results

Data Summary

Analysis & Evaluation

In the Principles of Management lecture class, 12 students took Exam 1, which covers steps managers can take to improve ethical decision making in the work environment. Nine (9) of the 12 students met

the objective by making a score of 70 or better. The overall class objective was met because 75% of the class members that took the exam met the learning outcome.

Changes as a Result of Evaluation

I will continue my current teaching strategies as before since the learning outcome was met.

Analysis & Evaluation – Distance Learning

In the Principles of Management online class, 41 students took Exam 1, but only 29 met the objective by making a score of 70 or better. The goal of 75% of the students would be able to achieve 70 or above was not met, since only 71% scored 70 or above.

Changes as a Result of Evaluation – Distance Learning

I have added more learning tools (Power point lecture slides and study guides) in the design of my online class and will encourage the students to utilize these resources for better content mastery.

Management Education

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will explain the importance of communication for effective supervisory management and the major channels of communication utilized by supervisor.

Implementation 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.

Assessment Method

At the end of the Fall 2015 term, students in BMGT 1301 will be assessed after the material is covered, using a course exam over the topic of "the importance of communication for effective supervisory management and the major channels of communication available to utilize."

Criterion (Expected Outcome)

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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

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

Relationship to General Education Outcomes

This outcome relates to the students ability to comprehend and communicate, analyze, interpret and evaluate printed materials and work effectively with others. The students will have to use the above General Education Outcomes to be successful in today's competitive workplace.

Results

Data Summary

Analysis & Evaluation

In the Supervision lecture class, 8 students took Exam 1, which covers the importance of communication for effective supervisory management and the major channels of communication available to the

supervisor. All of the student met the objective by making a score of 70 or better. The overall class objective was met because 100% of the class members that took the exam met the learning outcome.

Changes as a Result of Evaluation

I will continue my current teaching strategies as before since the learning outcome was met.

Analysis & Evaluation – Distance Learning

In the Supervision online class, 20 students took Exam 1, and 16 met the objective by making a score of 70 or better. The goal of 75% of the students would be able to achieve 70 or above was met, since 80% of the class members that took the exam met the learning outcome.

Changes as a Result of Evaluation – Distance Learning

In my online class, I will continue my current teaching strategies since the learning outcome was met.

Management Education

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will explain the importance of effective market segmentation and the four bases for segmenting markets.

Implementation 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.

Assessment Method

At the end of each term, students in MRKG 1311 will be assessed after the material is covered, using a course exam over the topic of "effective market segmentation and the four bases for segmenting markets."

Criterion (Expected Outcome)

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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

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

Relationship to General Education Outcomes

This outcome relates to the students ability to comprehend and communicate, analyze, interpret and evaluate printed materials and work effectively with others. The students will have to use the above General Education Outcomes to be successful in today's competitive workplace.

Results

Data Summary

Analysis & Evaluation

In the Principles of Marketing lecture class, 9 students took Exam 2, which covers effective marketing segmentation and the four bases for segmenting markets. Seven (7) of the 9 students met the objective

by making a score of 70 or better. The overall class objective was met because 78% of the class members that took the exam met the learning outcome.

Changes as a Result of Evaluation

I have added interactive assignments and chapter simulations to engage the students and reinforce the course content.

Analysis & Evaluation – Distance Learning

In the Principles of Marketing class, 16 students took Exam 2 and 13 met the objective by making a score of 70 or better. The overall class objective was met because 81% of the class members that took the exam met the learning outcome.

Changes as a Result of Evaluation – Distance Learning

In my online Marketing class, I will continue to add interactive assignments and chapter simulations to reinforce the course content.

Mechanical Engineering Technology

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Utilizing Computer Aided Design (CAD) software, students will construct 2D and 3D models/assemblies/drawings and exhibit proper dimensioning/design techniques.

Implementation Strategy

Through guided exercises, industry standards, and instructor led demonstrations

Assessment 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 students grade will consist of end of chapter exercises constructed solely by the student and sixty(60) percent will consist of instructor assigned tests.

Criterion (Expected Outcome)

Eighty(80) percent of the student population should score an average passing grade for the semester.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

The industry standards presented in the CAD textbook and online resources detail proper techniques for dimensioning standards, necessary geometric relations to accurately depict an object or assembly and standards required from industry to produce a functionally manufactured product.

Relationship to General Education Outcomes

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.

Results

Data Summary

Analysis & Evaluation

After completion of required instructor led tutorials/demonstrations and student constructed models, 90 percent of students passed evaluation criteria.

Changes as a Result of Evaluation

Continue evaluating this outcome as different groups of students may perform differently.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Mechanical Engineering Technology

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation 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.

Assessment 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 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.

Criterion (Expected Outcome)

Eighty(80) percent of the student population should score an average passing grade for the semester.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

Students will demonstrate increased proficiency as the projects become more complex. The grading of the projects will indicate accuracy within the prescribed tolerances and proper selection of tools and techniques to produce a manufactured product.

Relationship to General Education Outcomes

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.

Results

Data Summary

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, 90 percentile of students passed evaluation criteria.

Analysis & Evaluation

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, 90 percentile of students passed evaluation criteria.

Changes as a Result of Evaluation

Continue evaluating this outcome as different groups of students may perform differently.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Mechanical Engineering Technology

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation 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.

Assessment 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 computed by the instructor, the student completing the project, or by another student.

Criterion (Expected Outcome)

Eighty(80) percent of the student population should score an average passing grade for the semester.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

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.

Relationship to General Education Outcomes

Students will utilize critical thinking and evaluation of blueprints, CNC programming code, and proper machining techniques to create usable programs.

Results

Data Summary

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.

Analysis & Evaluation

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.

Changes as a Result of Evaluation

Continue evaluating this outcome as different groups of students may perform differently.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Medical Office Technology

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation Strategy

Students will have class discussions, classroom presentations, and hands-on exercises to obtain the desired outcome.

Assessment 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.

Criterion (Expected Outcome)

Sixty percent (60%) of the students will be able to achieve the minimum score of 70 or above on the desired outcome.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

In order to demonstrate their understanding of the desired learning outcome students will be required to use the following skills: oral communication and critical thinking.

Relationship to General Education Outcomes

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.

Results

Data Summary

Analysis & Evaluation

In the Medical terminology class eight students took assessment one which evaluated whether the students were able to pronounce and correctly spell medical terms that are used in the office of a Physician. Seven students of the eight evaluated scored sixty percent or higher on the assessment for a percentage of eighty seven and one half percent 87.5%. Overall for the class of eight students in the

class the final scores of all eight students in the class was seventy five percent achieved the objective. 75%.

Changes as a Result of Evaluation

No changes are anticipated as the objective was accomplished.

Analysis & Evaluation – Distance Learning

None distance education course

Changes as a Result of Evaluation – Distance Learning

no changes none distance education course

Medical Office Technology

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will be able to transcribe medical records information from a given audio medical assignment or project.

Implementation Strategy

Students will have class discussions, classroom presentations, and hands-on exercises to obtain the desired outcome.

Assessment 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.

Criterion (Expected Outcome)

Sixty percent (60%) of the students will be able to achieve the minimum score of 70 or above on the desired outcome.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

In order to demonstrate their understanding of the desired learning outcome students will be required to use the following skills: oral communication and critical thinking.

Relationship to General Education Outcomes

In order to demonstrate their understanding of the desired learning outcome students will be required to use the following skills: oral communication and critical thinking.

Results

Data Summary

The class for Medical Transcription I and II did not make during the school year. Therefore, not data was collected for this goal.

Analysis & Evaluation

N/A

Changes as a Result of Evaluation

Place the courses back on the schedule and see if they make.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Medical Office Technology

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will be able to Interpret, read, and Comprehend medical language in Simulated medical statements, documents and electronic health records.

Implementation Strategy

Students will have class discussions, classroom presentations, and hands-on exercises to obtain the desired outcome.

Assessment 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.

Criterion (Expected Outcome)

Sixty percent (60%) of the students will be able to achieve the minimum score of 70 or above on the desired outcome.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

In order to demonstrate their understanding of the desired learning outcome students will be required to use the following skills: oral communication and critical thinking.

Relationship to General Education Outcomes

In order to demonstrate their understanding of the desired learning outcome students will be required to use the following skills: oral communication and critical thinking.

Results

Data Summary

In the Medical Insurance Class ninety four percent 94% of the students assessed scored above the sixty percent level for the class as a whole. The assessed objective was achieved as a whole by the class.

Analysis & Evaluation

94% of students accomplished the goal.

Changes as a Result of Evaluation

No changes are anticipated as a result of the 94 % objective achieved.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Nail Technology

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X				
Technology	Life and Physical Science	Reading Comprehension			
		X			

Outcome Description

The students will be able to describe and explain the function of acrylic gel nail application.

Implementation Strategy

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

Assessment Method

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

Criterion (Expected Outcome)

The determination of the achievement will be demonstrated by the comparison of the pre-test and post-test results as well as the accuracy of the written assignments on this outcome. A minimum of 80% of the students will be able to achieve the desired learning outcome based on the assessment activity

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

Students will be required to utilize written communication to demonstrate their understanding of the desired outcome, critical thinking skills, reading comprehension skills to achieve the learning outcome.

Relationship to General Education Outcomes

The student will demonstrate the ability to communicate clearly. Reading skills will focus on comprehending, analyzing, interpreting, and evaluating printed and visual material. Critical thinking skills and computer based technology are necessary for students to perform at the level needed to become successful in Cosmetology/Manicure Technology and fulfill their goals in the workplace.

Results

Data Summary

N/A

Analysis & Evaluation

80% of students reached the desired learning outcome.

Changes as a Result of Evaluation

Change of instructional techniques to better prepare students prior post examination.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Nail Technology

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X				
Technology	Life and Physical Science	Reading Comprehension			
		X			

Outcome Description

Students will be taught to engage in effective study habits in preparing for the state board written examination

Implementation Strategy

Classroom discussions, computer test banks and group sessions will be used to prepare the students for successfully passing the state board exam.

Assessment Method

Students will be graded according to their involvement and interaction with the members of their study groups, their willingness to study and prepare themselves individually, and performance on practice exams.

Criterion (Expected Outcome)

At least 85% of students will be prepared mentally and effectively to successfully pass the written portion of the state examination.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

Students will work together as a group as well as individually to successfully implement the study skills needed to successfully pass the state examination.

Relationship to General Education Outcomes

Critical thinking and analysis of the question or situation is essential to making right choices of answers on the examination. Understanding the complete thought in a question, specific words to analyze, and evaluating skills developed through group participation.

Results

Data Summary

N/A

Analysis & Evaluation

90% of students reached the desired learning outcome

Changes as a Result of Evaluation

Changes of instructional techniques, better preparing students toward state board examination.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Nail Technology

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X				
Technology	Life and Physical Science	Reading Comprehension			
		X			

Outcome Description

The students will be able to demonstrate an understanding of classic stiletto nails placement.

Implementation Strategy

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

Assessment Method

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

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

Students will be required to utilize written communication to demonstrate their understanding of the desired outcome, critical thinking skills, reading comprehension skills to achieve the learning outcome

Relationship to General Education Outcomes

The student will demonstrate the ability to communicate clearly. Reading skills will focus on comprehension, analyzing, interpreting, and evaluating printed and visual material. Critical thinking skills and computer based technology are necessary for students to perform at the level needed to become successful in Cosmetology/Manicure technology and fulfill their goals in the workplace.

Results

Data Summary

N/A

Analysis & Evaluation

95% students reached the desired learning outcome

Changes as a Result of Evaluation

Changing instructional information to preparing students adequately toward state board examination.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Ranch Management

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				X
Technology	Life and Physical Science	Reading Comprehension			

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 permanently mark cattle by tattoo.

Implementation Strategy

I will teach the proper skills to tattoo cattle at the TVCC Ranch while working cattle during a laboratory time.

Assessment Method

The assessment will be based on my visual observation of the students tattooing cattle and the feedback they give to me.

Criterion (Expected Outcome)

75% of the students will obtain a good level of confidence and skill in tattooing cattle.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

Students will work in teams of two and with my assistance while tattooing cattle.

Relationship to General Education Outcomes

This outcome directly relates to students ability to engage in quantitative and qualitative critically thinking as tattooing cattle is a permanent identification method that requires a certain level of skill be learned to complete properly.

Results

Data Summary

Analysis & Evaluation

75% of the students obtained a good level of confidence and skill in tattooing cattle.

Changes as a Result of Evaluation

None.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning
N/A

Ranch Management

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			
		X			

Outcome Description

Following the introduction to animal science course at Trinity Valley Community College students will have an understanding of the operation and management of modern day poultry broiler houses.

Implementation Strategy

I will teach basic information in the classroom and take the class on a field trip to the poultry broiler facility at Stephen F. Austin State University.

Assessment Method

The assessment will be based on a classroom exam and the feedback give to me by my students.

Criterion (Expected Outcome)

85% of the students will obtain a good understanding of how modern poultry broilers houses are managed and operated.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading & Student Engagement

Students will work in teams of two and with my assistance while tattooing cattle.

Relationship to General Education Outcomes

Results

Data Summary

Analysis & Evaluation

85% of the students obtained a good understanding of how modern poultry broilers houses are managed and operated Changes as a Result of Evaluation

None.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Ranch Management

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X				X
Technology	Life and Physical Science	Reading Comprehension			
		X			

Outcome Description

Following the Agronomy course at Trinity Valley Community College students will have an understanding of how to perform and record the results of a fertilizer yield test on winter annual cereal grasses.

Implementation Strategy

Students will be lectured to in a classroom setting using slides and given a lab exercise where they will utilize a five foot by ten foot test plot at the TVCC Ranch.

Assessment Method

I will evaluate my students by visual observation and by grading a term paper they will write over this lab project.

Criterion (Expected Outcome)

90% of students will have a good understanding of how to perform a yield test on a crop plan

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading & Student Engagement

Students will work individually and together to achieve a common goal and an understanding of the assignment presented to them.

Relationship to General Education Outcomes

Results

Data Summary

Analysis & Evaluation

90% of students obtained a good understanding of how to perform a yield test on a crop plant.

Changes as a Result of Evaluation

None.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning
N/A

Ranch Management Education

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X	X			X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

In Agriculture Construction, students will be able to build and properly set a gate.

Implementation Strategy

Using the TVCC Rodeo Arena, I will instruct the students on how to build and set a gate, as well as, provide them with materials needed so that each student can complete the task.

Assessment Method

I will evaluate students on an individual basis during lab exercises as they work with other students in their group as they perform the required skills needed to build and set a gate.

Criterion (Expected Outcome)

90% of students will be able to correctly build and set a gate.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

Students will use trial and error in order to do the task correctly and incorrectly and will then be evaluated by other students and the instructor. The work will then be discussed and corrected if needed.

Relationship to General Education Outcomes

The task incorporates empirical and quantitative reasoning by requiring use and application of mathematical measurements in measuring lengths and angles. Critical thinking will be required to determine how the finished project will function in the allotted space. The students will use teamwork in order to accomplish the goal by brainstorming, as well as, working together with different ideas.

Results

Data Summary

Analysis & Evaluation

90% of students were able to successfully build and set a gate.

Changes as a Result of Evaluation

Students worked well when placed in groups of 3 or 4. Making larger groups meant less hands on learning for students.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Ranch Management Education

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

In Equine Science, utilizing the TVCC Rodeo Arena, students will be able to properly freeze brand a horse.

Implementation Strategy

By using the TVCC Rodeo Arena, stock area, where the horse can safely be contained and branded. I will use videos and hands on demonstrations to educate students the proper way to create a successful freeze brand.

Assessment Method

I will evaluate the students on an individual basis during labs as they work with other students to perform the required skills of freeze branding a horse.

Criterion (Expected Outcome)

90% of the students will be able to successfully freeze brand a horse.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

The students will watch videos and participate in class discussions to gain the knowledge and confidence needed to complete the task.

Relationship to General Education Outcomes

The task will require the students to use critical thinking skills in order to apply the brand for the required amount of time and placement of the brand. The students will use teamwork by working together to hold the horse, time the branding, and actually complete the branding procedure.

Results

Data Summary

Analysis & Evaluation

The students were successful at branding a horse. In the future, I would have the student study the expected procedures and a live demonstration. I would then have the student perform a practice "run through" of the procedure using a cool branding iron and live animal. This will reduce errors in the

actual branding, by students having prior knowledge of how horses move and react to the pressure of the branding iron.

Changes as a Result of Evaluation

Students participate in a mock session to learn how the horse reacts to pressure, etc.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Ranch Management Education

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

In Feeds and Feeding, students will learn how to body score cattle.

Implementation Strategy

We will use videos and live animals, to determine the body scores, from 1 to 9, by comparing cattle.

Assessment Method

I will have the students evaluate animals and determine their body scores using the criteria given to them. I and other students will evaluate each individual's outcomes.

Criterion (Expected Outcome)

90% of the students will be able to correctly grade cattle by body condition.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

By reading the criteria and engaging with other students on why they score animals the way they do, we can then determine the proper criteria for body condition scoring.

Relationship to General Education Outcomes

Determining body scores for cattle utilizes critical thinking skills learned from videos and student engagement. As a team the students will come up with the correct body condition score and will develop their individual evaluation of cattle.

Results

Data Summary

Analysis & Evaluation

By using classroom videos and live cattle from local ranches, the students were able to identify the different body conditions and realize the importance of the actual score. It was learned why and how an undesired body score can affect production.

Changes as a Result of Evaluation

To concentrate on the criteria of desired and undesired body conditions before actually scoring animals.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Welding

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will be able to demonstrate the Shielded Metal Arc Welding process with various electrodes in the flat position.

Implementation Strategy

Classroom discussion, reading assignment from the text, observation of visual aid in video, and real life demonstration from instructor.

Assessment Method

At the end of the semester, each student will submit welds from all electrodes, to be tested using a visual inspection test. This test will be pass or fail.

Criterion (Expected Outcome)

80% of the students will be able to pass a visual inspection test with all submitted welds.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

The desired outcome will require the student to demonstrate qualitative and quantitative critical thinking skills. This will be demonstrated by the students ability to make accurate selections of electrodes, metal type and size, and welding machine settings.

Relationship to General Education Outcomes

To demonstrate qualitative and quantitative critical thinking skills

Results

Data Summary

Analysis & Evaluation

91% of the students were able to pass a visual inspection test with all submitted welds made in the flat position using various types of welding electrodes.

Changes as a Result of Evaluation

No changes at this time.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Welding

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will be able to demonstrate the Gas Metal Arc Welding process in the flat position. Students welds will be visually inspected by the instructor.

Implementation Strategy

Classroom discussion, reading assignment from the text, observation of visual aid in video and real life demonstration from the instructor.

Assessment Method

At the end of the semester, each student will submit welds to be tested using a visual inspection test. This test will be pass or fail.

Criterion (Expected Outcome)

80% of the students will be able to pass a guided bend test with all submitted welds.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

The desired outcome will require the student to demonstrate qualitative and quantitative critical thinking skills. This will be demonstrated by the students ability to make accurate selections in metal type and size, and welding machine settings.

Relationship to General Education Outcomes

To demonstrate qualitative and quantitative critical thinking skills

Results

Data Summary

Analysis & Evaluation

94% of the students were able to demonstrate the Gas Metal Arc welding process in the flat position by welding acceptable weld beads based upon a visual inspection.

Changes as a Result of Evaluation

No changes at this time.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Welding

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will be able to demonstrate the Shielded Metal Arc Welding process with various electrodes in the vertical position. Students will submit welds for visual inspection by the instructor.

Implementation Strategy

Classroom discussion, reading assignment from the text, observation of visual aid in video, and real life demonstration from instructor.

Assessment Method

At the end of the semester, each student will submit welds from all electrodes, to be tested using a visual inspection. This test will be pass or fail.

Criterion (Expected Outcome)

80% of the students will be able to pass a guided bend test with all submitted welds.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

The desired outcome will require the student to demonstrate qualitative and quantitative critical thinking skills. This will be demonstrated by the students ability to make accurate selections of electrodes, metal type and size, and welding machine settings.

Relationship to General Education Outcomes

To demonstrate qualitative and quantitative critical thinking skills

Results

Data Summary

Analysis & Evaluation

79 % of the students were able to demonstrate the Shielded Metal Arc Welding process in the vertical position by welding acceptable weld beads based upon visual inspection.

Changes as a Result of Evaluation

No changes at this time.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Community Support

Medical/Nursing Assistant Certificate

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Assure that 85% of ISD Nurse Aide Certification students pass the State of Texas Nurse Aide Certification (CNA) testing process.

Implementation Strategy

1. ISD students should have a 3.0 grade point average in their high school students to enter the training program.
2. TVCC will increase the ISD CNA instructor in-service training A. Instructor orientation prior to courses starting will continue to be required of ISD CNA instructors. B. A TVCC medical instructor will make a visit to each participating ISD to reinforce curriculum training requirements and required medical skills training techniques for student credentialing success. (New)

Assessment Method

Did 85% or more of the ISD CNA students taking the state CNA exam pass? Yes --90% of ISD students taking the State of Texas CNA exam have passed (based on reporting as of May 31, 2016)

Criterion (Expected Outcome)

The TDADS test result information will validate the pass rate.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

ISD students participating in the CNA training program must have reading skills and be engaged in the teaching/learning process, but this course and this training/testing process does not directly address reading and student engagement.

Relationship to General Education Outcomes

ISD students must have critical thinking skills to be successful in the credential training and testing process.

Results

Data Summary

Not currently available. Will be reported at the end of 2015-2016

Analysis & Evaluation

All students have not tested. Testing results for already tested students is not available. Results will be reported at the end of 2015-2016

Changes as a Result of Evaluation

All students have not tested. Testing results for already tested students is not available. Results will be reported at the end of 2015-2016

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Medical/Nursing Assistant Certificate

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X	X			
Technology	Life and Physical Science	Reading Comprehension			
		X			

Outcome Description

Medical/Nursing Assistant students seeking certifications and entry into the program externship must document a minimal 10th grade level functioning ability.

Implementation Strategy

100% of the TVCC CWE M/NA students participating in certification processes and/or M/NA externship must document their literacy functioning level.1. TVCC will provide unofficial TABE testing as an indicator of literacy functioning level. TPEG funds will be utilized for this purpose (if they are available).2. A transition from unofficial TABE testing to official TSI testing will begin this year. TSI will be at the student's expense.

Assessment Method

The number of students meeting this criteria will be validated by the number of students moving forward for state/industry certifications and/or entrance into the Medical/Nursing Assistant externship. 100% of all students moving forward for state or industry certifications documented that they function at a minimal 10th grade literacy level with either TABE testing results or TSI testing results. 100% of all students moving forward and enrolling in MDCA 1260 - Clinical - Medical/Clinical Assistant (Externship) documented that they function at a minimal 10th grade literacy level with either TABE testing results or TSI testing results.

Criterion (Expected Outcome)

Did 100% of the M/NA students moving forward for credentialing and/or M/NA externship document literacy performance levels of 10th grade or higher?

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading Only

This goal of the TVCC CWE Department supports the "reading" learning initiative with literacy assessment and student tutorials.

Relationship to General Education Outcomes

This goal supports higher and appropriate workforce and employment literacy functioning skills of reading, communication and quantitative reasoning skills with assessment and tutorials.

Results

Data Summary

Student academic literacy functioning levels were assessed at the beginning of fall 2015 semester. Tutorials have been available for student's whose accessed illiteracy functioning levels were below 10 grade level (reading, writing and math). Results for each semester will be reported at the end of 2015-2016 school year.

Analysis & Evaluation

Student academic literacy functioning levels were assessed at the beginning of fall 2015 semester. Tutorials have been available for student's whose accessed illiteracy functioning levels were below 10 grade level (reading, writing and math). Results for each semester will be reported at the end of 2015-2016 school year.

Changes as a Result of Evaluation

Student academic literacy functioning levels were assessed at the beginning of fall 2015 semester. Tutorials have been available for student's whose accessed illiteracy functioning levels were below 10 grade level (reading, writing and math). Results for each semester will be reported at the end of 2015-2016 school year.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Medical/Nursing Assistant Certificate

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X	X			
Technology	Life and Physical Science	Reading Comprehension			
		X			

Outcome Description

90% of students enrolled in departmental tutorials will document that they have reached at functioning literacy level of 10th grade or higher.

Implementation Strategy

90% of students enrolled in departmental tutorials will document that they have reached at functioning literacy level of 10th grade or higher.

Assessment Method

Compare tutorial enrollment data with tutorial final grade "pass" data (achieved 10th grade functioning level or higher. Results: *Department screened all incoming Medical/Nursing Assistant students using the TABE as an indicator of their literacy functioning level. Students who were TSI complete were exempt from this screening *All students were provided their literacy functioning level TABE results and advised to participate in departmental tutorials/literacy reinforcement. *The department provided tutorials for all M/NA students seeking assistance, but they were not mandatory: *Varied scheduling - mornings, late afternoons and evenings *Financial aid was provided for students seeking tutorials for the first time. *12% of students functioning below 10th grade literacy level participated in tutorials. *62% of students participating in M/NA literacy tutorials made at least one grade level of literacy improvement. *12% of students participating in M/NA literacy tutorials reached the 10th grade literacy functioning level.

Criterion (Expected Outcome)

90% of participating students will reach or exceed a minimal 10th grade literacy level in reading and math.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

This goal includes tutorials for reading, and encourages students to be engaged in their learning process.

Relationship to General Education Outcomes

This goal encompasses written communication skills, reading and mathematical reason skills.

Results

Data Summary

Numbers of "passers" (student reaching 10th grade literacy function level) will not be available for fall until the end of the semester. Data for each semester will be available at the end of 2015-2016 school year.

Analysis & Evaluation

Numbers of "passers" (student reaching 10th grade literacy function level) will not be available for fall until the end of the semester. Data for each semester will be available at the end of 2015-2016 school year.

Changes as a Result of Evaluation

Numbers of "passers" (student reaching 10th grade literacy function level) will not be available for fall until the end of the semester. Data for each semester will be available at the end of 2015-2016 school year.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Medical/Nursing Assistant Certificate

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X	X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Medical/Nursing Assistant students will be provided the opportunity to become nationally Certified Clinical Medical Assistants through National Health Careers Association. (This is a continuance of the goal from 2014-2015)

Implementation Strategy

The (1) curriculum and skill review for the NHA CCMA certification and the (2) cost of the certification test is to be included in the M/NA externship (MDCA 1260 Clinical-Medical/Clinical Assistant) course offering. This goal adds the cost of the exam in the "course fees" so that it is a part of the course and the program.

Assessment Method

Tracking the number of MDCA 1260 students who participate in the NHA CCMA certification exam. One student completed the MDCA 1260 externship. That student took and passed the NHA Certified Clinical Medical Assistant exam.

Criterion (Expected Outcome)

TVCC will have a 90% participation rate of eligible students to complete the NHA CCMA certification process.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

The TVCC 90% CCMA participation rate is accomplished by "student engagement" in the instructional and certification process.

Relationship to General Education Outcomes

Students must have functional skills and knowledge in (1) oral and written communication, (2) empirical and quantitative reasoning skills, and (3) critical thinking skills in order to participate and be successful in the NHA CCMA certification processes.

Results

Data Summary

Data will be available at the end of the 2015-2016 school year.

Analysis & Evaluation

Data will be available at the end of the 2015-2016 school year.

Changes as a Result of Evaluation

Numbers of "passers" (student reaching 10th grade literacy function level) will not be available for fall until the end of the semester. Data for each semester will be available at the end of 2015-2016 school year.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Medical/Nursing Assistant Certificate

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X	X			
Technology	Life and Physical Science	Reading Comprehension			
		X			

Outcome Description

Medical/Nursing Assistant students seeking outside certifications and/or to enter Med./Nursing Assistant Externship (MDCA 1260) must document that they read and do math at a functional 10th grade level. (This is a continuance of the goal from 2014-2015) Yes--all students seeking outside certifications or entrance into MDCA 1260 are required to document 10th grade functioning level prior to TVCC approval for participation in testing/entrance into MDCA 1260.

Implementation Strategy

TVCC will begin a transition to requiring students take the TSI exam and score at a minimal 10th grade functioning level to participate in certification exams and/or enter MDCA 1260). Note: TVCC Department of Continuing and Workforce Education will continue to provide the TABE test to satisfy the student documentation requirement of 10th grade literacy skills. However, students will be encouraged to take the TSI in anticipation of the transition to the more controlled and accurate TSI as the official testing documentation.

Assessment Method

Department will verify that students were informed of the transition to the required TSI exam. This will be a "yes" or "no" compliance response.

Criterion (Expected Outcome)

100% of Medical/Nursing Assistant Students in certification and/or entering MDCA 1260 and attending the program orientation meeting will be provided the testing transition information.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

Student achievement of 10th grade functioning level requires "reading skills" and the "student must be engaged" to complete the process.

Relationship to General Education Outcomes

Students must have functional skills and knowledge in (1) reading comprehension, (2) empirical and quantitative reasoning skills, and (3) critical thinking skills in order to participate and be successful in certification processes, program completion and employment in the Medical/Nursing Assistant field.

Results

Data Summary

YES --TVCC catalog and TVCC non-credit schedule documents this information.

Analysis & Evaluation

YES --TVCC catalog and TVCC non-credit schedule documents this information. It is too early to find change in outcomes.

Changes as a Result of Evaluation

YES --TVCC catalog and TVCC non-credit schedule documents this information. It is too early to find change in outcomes.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Medical/Nursing Assistant Certificate

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Assure that all standards are met for college and outside credentialing and oversight groups for Medical/Nursing Assistant offerings and activities. (Note: This is a continuance of this goal due to changes in certification requirements.)1. Texas Higher Education Administrative code for medical students2. Texas Department of Aging and Disability Services: requirements for Nurse Aide Certification for state of Texas. CNA certification is a requirement for completion of the TVCC Medical/Nursing Asst. Program. (This certification process began changing in spring 2015 and is an ongoing process for student success.)3. Texas Department of Health: regulation of immunizations for medical students4. Texas Higher Education Coordinating Board: to assure that instructional standards are met for students.

Implementation Strategy

1. Remove the requirement that NURA 1401 (classroom/lab) and NURA 1160 (clinical) be taken simultaneously. Allow NURA 1160 to follow NURA 1401 so that students can successfully meet the immunization requirements prior to participating in clinical activities.2. Provide student review of new testing skills needed to be successful in the Nurse Aide Certified (CNA) process.3. Assimilate new testing methods and skills into the instructional curriculum of NURA 1401 and NURA 1160

Assessment Method

1. Was the requirement that NURA 1401 and NURA1160 be taken simultaneously removed from the program requirements. (yes or no)2. Did 100% of the students seeking CNA certification receive an opportunity for test review. (yes or no)3. Were the new CNA testing skills assimilated into the curriculum for NURA 1401 and NURA 1160? (yes or no) Results:1. Yes. Students may take NURA 1160 simultaneously with NURA 1401 or NURA 1160 can be taken the next semester following the successful completion of NURA 1401.2. Yes. The test review is now incorporated into the NURA 1160 course as part of the required curriculum.3. Yes. The curriculum was updated and the textbook was changed.

Criterion (Expected Outcome)

Were the outcomes addressed in "assessment methods" reached? (yes or no)

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

This goal did not address reading or student engagement. It addressed student certification testing.

Relationship to General Education Outcomes

Student CNA testing success with the new testing methods will primarily involve "critical thinking" skills.

Results

Data Summary

1. YES--The requirement that NURA 1401 and NURA 1160 be taken simultaneously removed from the program requirements.2. Will report outcome at the end of fall 2015, spring 2016 and summer 2016.3. YES--New CNA testing skills have been assimilated into the curriculum for NURA 1401 and NURA 1160. Every NURA 1160 student is provided an opportunity for written test review and skills test review.

Analysis & Evaluation

1. YES--The requirement that NURA 1401 and NURA 1160 be taken simultaneously removed from the program requirements.2. Will report outcome at the end of fall 2015, spring 2016 and summer 2016.3. YES--New CNA testing skills have been assimilated into the curriculum for NURA 1401 and NURA 1160. Every NURA 1160 student is provided an opportunity for written test review and skills test review.

Changes as a Result of Evaluation

Will report changes at the end of fall 2015, spring 2016 and summer 2016.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Professional Development

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

TVCC Continuing and Workforce Development department will respond to the identified community need of providing real estate licensure training.

Implementation Strategy

The CWE department will work with the Texas Real Estate Commission for course approval for non-credit training to prepare students for the State of Texas licensure process.

Assessment Method

Did TVCC establish a real estate training program through the Texas Real Estate Commission as documented by correspondence from the state commission and TVCC publications?

Criterion (Expected Outcome)

Are there documents in place that verify the work between TVCC and the Texas Real Estate Commission? (yes or no)

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Students participating in training to become Texas licensed real estate agents must be "engaged in their training" and must have "appropriate reading skills", but this goal is not to provide specific training in these areas.

Relationship to General Education Outcomes

Students in "real estate training" must have critical thinking skills to be success in the training and in the workplace.

Results

Data Summary

TVCC Department of Continuing and Workforce Education received approval from the Texas Real Estate Commission to move forward with plans for implementing real estate training.

Analysis & Evaluation

Real Estate Training courses were planned and published in the spring 2016 non-credit course schedule.

Changes as a Result of Evaluation

No results are available at this time. Results will be available for the full year in August 2016.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Professional Development

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

1. TVCC will continue to refine the transition of entry level medical training (Medical/Nursing Assistant Program) from non-credit based training to credit based training to meet local medical industry training needs. A. Continue to meet training needs of entering students who are academically at-risk by providing support services for them to access to assist with their training success. B. The CWE department will evaluate the scheduling of M/NA training courses and develop a plan to schedule the courses to fit into the total college course scheduling model to facilitate students seeking to participate in associate degree courses and the M/NA courses. 2. TVCC will continue a plan of development for logistics training to prepare students for employment .A. Continue with the first level of training of CDL driver certification. B. Evaluate the current need for logistics training: (1) Consider that a new very large logistics center is under development in the Dallas metroplex that can provide employment for students in the TVCC service delivery area.(2) Consider that the oil and gas industry employment needs have slowed significantly. And, phase one of the TVCC logistic program development centered around CDL certification training. The oil and gas industry was the identified primary employer of students completing this certification.3. TVCC is beginning a Real Estate Training plan for students to become licensed by the Texas Real Estate CommissionA. The CWE department will research requirements.B. TVCC will seek qualified instructors: if the course instruction plan is approved by the Texas Real Estate CommissionC. TVCC will pilot one or two courses: if the course instruction plan is approved by the commission.

Implementation Strategy

1. Did TVCC CWE move forward with Medical/Nursing Assistant Program scheduling changes? (yes or no: as evidenced by the college course schedule)2. Did the TVCC CWE department continue with the development of a logistics program? (yes or no: as evidenced by the college course schedule)3. Did TVCC move forward with the Texas Real Estate Commission to begin licensure training? (yes or no: evidenced by the college non-credit course schedule)

Assessment Method

Did TVCC move forward in each of the three areas? Yes or no.

Criterion (Expected Outcome)

No

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student training for business and industry employment requires "student engagement" and "reading" ability, but this goal is not directly teaching these skills.

Relationship to General Education Outcomes

Student training for business and industry employment requires critical thinking skills.

Results

Data Summary

This goal did not require data collection. Analysis of goal complete is based on "yes" or "no" responses.

Analysis & Evaluation

Responses to the Goal Analysis questions:1. YES-- TVCC CWE did move forward with Medical/Nursing Assistant Program scheduling changes. Scheduling for spring 2016 was done to match the format for scheduling other college credit courses. The TVCC credit and non-credit schedules document the changes.2. YES--TVCC CWE department did continue with the development of the logistics program. The fall 2015 and spring 2015 documents the continuance.3. YES--TVCC did move forward with the Texas Real Estate Commission to begin licensure training. The spring 2016 non-credit schedule documents the addition of Real Estate Courses.

Changes as a Result of Evaluation

21 students were enrolled in fall training (CDL) that is part of the logistics program. Medical/Nursing assistant schedule changes have been put into place for spring 2016. Real Estate licensure courses have been scheduled to be taught in spring 2016.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Professional Development

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Provide workforce training to area school district students.

Implementation Strategy

The TVCC CWE department will continue to provide workforce training to ISDs. TVCC will provide training for 12 ISD in 2015-2016.1. TVCC will offer these non-credit courses ISD students as a "dual-credit" type training. Students successfully completing non-credit training for industry/state certifications can articulate the credential into TVCC credit training.A. Nurse Aide Certification from Texas Department of Aging and Disability ServicesB. Phlebotomy certification from National Healthcareers Association (industry certification)C. Pharmacy Tech certification from Pharmacy Tech Certification Board (state/national)2. Only course leading directly to an outside certification will be managed by the CWE department. Other Medical/Nursing Assistant required courses will be offered through the TVCC Dual Credit Department.

Assessment Method

Did TVCC CWE provide professional education training to 12 ISDs? (yes or no: evidenced by MOUs

Criterion (Expected Outcome)

Twelve or more ISDs will enter into an MOU with the TVCC CWE Department to provide professional education for student credentialing and employment credentials.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Professional education training for ISDs requires student reading and student engagement, but these training courses are not developed to specifically address these initiatives.

Relationship to General Education Outcomes

ISD students enrolled in TVCC professional education certification training programs must use critical thinking skills to obtain state and/or industry credentials.

Results

Data Summary

Assessment Method - responseNO- 142 high school students from 10 ISDs have participated in the fall 2015 Continuing and Workforce Education non-credit training.

Analysis & Evaluation

The goal of 12 school districts participating in departmental, non-credit training was not reached in fall 2015. It could be reached in spring 2016. The Continuing and Workforce Education Department is collaborating with the TVCC Dual Credit Department to use non-credit training processes to meet future needs of ISD training.

Changes as a Result of Evaluation

Results will be reported in August 2016

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Health Science Education

Associate Degree Nursing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			
	X				

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.

Implementation Strategy

Implement concept-based curriculum for Level I in class, skills and clinical, incorporating interactive class activities, simulation, Nursing Concepts Online, EAL, EAQ, and EHR.

Assessment Method

Safety score on HESI Custom Test for Level I in fall 2015.

Criterion (Expected Outcome)

Fifty percent of the students will score at 850 or higher on safety on the HESI Custom Test for Level I.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

By being able to apply principles of safety when caring for clients/families across the lifespan that have the key exemplars covered during the semester they will demonstrate knowledge of living organisms.

Results

Data Summary

59/131 students scored 850 or higher on the safety section of the Level I HESI exam in fall 2015 for 45% success rate.

Analysis & Evaluation

Criterion of 50% not met (45%).

Changes as a Result of Evaluation

Faculty will make sure they are testing safety as an interrelated concept on more exams than just the one covering the safety concept. Faculty will make sure students address more than just physical safety on their weekly clinical reflections. Faculty will make sure students are completing their assignments in Lehne's online pharmacology course.

Analysis & Evaluation – Distance Learning

58/120 students in Kaufman scored at or above 850 on safety section on HESI in Level I in fall 2015 for 48% success rate compared to 1/11 students in Athens for 9% success rate.

Changes as a Result of Evaluation – Distance Learning

This was a substantial difference between Kaufman and Athens results. This is the first year that there has been this much of a difference. Will monitor to see if this trend continues. Will ask IT to make sure that the videoconference is working before class starts so there is not any downtime during class time.

Associate Degree Nursing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation Strategy

Implement concept-based curriculum for Level I in class, skills and clinical, incorporating interactive class activities, simulation, Nursing Concepts Online, EAL, EAQ, and EHR.

Assessment Method

Clinical judgment score on HESI Custom Test for Level I in fall 2015.

Criterion (Expected Outcome)

Fifty percent of the students will score at 850 or higher on clinical judgment on the HESI Custom Test for Level I.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

By being able to apply principles of clinical judgment when caring for clients/families across the lifespan that have the key exemplars covered during the semester they will demonstrate critical thinking.

Results

Data Summary

47/131 students scored 850 or higher on the clinical judgment section of Level I HESI exam in fall 2015 for a 36% success rate.

Analysis & Evaluation

50% criterion was not met (36%).

Changes as a Result of Evaluation

Faculty will evaluate the required mastery level for the Elsevier Adaptive Learning and Elsevier Adaptive Quizzing that is required in Level I. Will have students complete more NLCEX style questions even in Level I to get them used to them and have them work towards mastery and quality and not just take

questions for the sake of taking questions. We need to have students work on improving HESI scores over the 2 year program.

Analysis & Evaluation – Distance Learning

46/120 students in Kaufman scored 850 or above on the clinical judgment section on the Level I HESI exam in fall 2015 for 38% success rate compared to 1/11 in Athens for 9% success rate.

Changes as a Result of Evaluation – Distance Learning

There was substantial difference in scores between the main campus in Kaufman and the distance site in Athens. This is the first time there has been such a discrepancy, so we will continue to monitor for trends. Will ask IT to make sure that the videoconference is working before class starts so there is not any downtime during class time.

Associate Degree Nursing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation Strategy

Implement concept-based curriculum for Level I and II in class, skills and clinical, incorporating interactive class activities, simulation, Nursing Concepts Online, EAL, EAQ, and EHR.

Assessment Method

Clinical judgment score on HESI Custom Test for Level I in spring 2016.

Criterion (Expected Outcome)

Fifty percent of the students will score at 850 or higher on clinical judgment on the HESI Custom Test for Level II.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

The HESI Texas CBC Custom Test for Level II measures critical thinking by measuring clinical judgment in nursing which meets the general education outcome.

Results

Data Summary

41/84 students scored 850 or higher on the Clinical judgment section of the Level II HESI in spring 2016 for a 48.8% success rate.

Analysis & Evaluation

50% criterion not met (48.8%).

Changes as a Result of Evaluation

Will continue to work on getting students to do more NLCEX type questions with the goal of improving mastery, not just completing a certain number of questions. Will increase the recommended mastery

level of Elsevier Adaptive Learning and Elsevier Adaptive Quizzing. Will get students working on a 2 year HESI plan directed toward improving HESI by Level IV.

Analysis & Evaluation – Distance Learning

In Kaufman 36/77 scored 850 or higher on clinical judgment on Level II HESI for 46.8% success rate compared to 5/7 in Athens with 71.4% success rate.

Changes as a Result of Evaluation – Distance Learning

This was much better than Level I scores when Athens scored much lower. Will continue to monitor trends.

Associate Degree Nursing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			
	X				

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.

Implementation Strategy

Implement concept-based curriculum for Level I and II in class, skills and clinical, incorporating interactive class activities, simulation, Nursing Concepts Online, EAL, EAQ, and HER

Assessment Method

Five areas of nursing process and Safe/Effective Care Environment score on HESI Custom Test for Level I in spring 2016.

Criterion (Expected Outcome)

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 on the HESI Custom Test for Level II.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

By being able to apply the nursing process to provide safe nursing care for diverse simulated clients/families experiencing common health care problems they will be demonstrating knowledge of living organisms.

Results

Data Summary

32/84 students scored 850 or higher on Assessment section of Level II HESI = 38% success
 45/84 students scored 850 or higher on Analysis section of Level II HESI = 54% success
 51/84 students scored 850 or higher on Planning section of Level II HESI = 61% success
 44/84 students scored 850 or higher on Implementation section of Level II HESI = 52% success
 42/84 students scored 850 or higher on Evaluation section of Level II HESI = 50% success
 39/84 students stored 850 or higher on Safe/Effective Care Environment section of Level II HESI = 46% success

Analysis & Evaluation

50% criterion met for Analysis, Planning, Implementation and Evaluation (54%, 61%, 52% and 50%) 50% criterion not met for Assessment or Safe/Effective Care Environment (38%, 46%)

Changes as a Result of Evaluation

Will make sure students are addressing more than just physical safety on the weekly clinical reflections. Will make sure safety and assessment are tested on every test. Exam committee will look at trends on Exam Soft since both of these can be monitored.

Analysis & Evaluation – Distance Learning

Kaufman K% Athens A% Assessment 28/77 36.4% 4/75 7.1% Analysis 42/77 54.5% 3/74 2.9% Planning 47/77 61% 4/75 7.1% Implementation 39/77 50.6% 5/77 1.4% Evaluation 40/77 51.9% 2/72 8.6% Safe/Effective Care Environment 34/77 44% 5/77 1.4% Substantial differences noted in Assessment and Safety with Athens scoring higher and Evaluation with Kaufman scoring higher.

Changes as a Result of Evaluation – Distance Learning

Athens scored higher on some and Kaufman on some. Will continue to monitor for trends. Will continue to ask IT to make sure the videoconferencing system is working before class starts to avoid any down time.

Associate Degree Nursing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			
	X				

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).

Implementation Strategy

Implement concept-based curriculum for Level I and II in class, skills and clinical, incorporating interactive class activities, simulation, Nursing Concepts Online, EAL, EAQ, and EHR.

Assessment Method

Physiological Integrity score on HESI Custom Test for Level I in spring 2016.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

By being 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) they will be demonstrating knowledge of living organisms.

Results

Data Summary

49/84 students scored 850 or higher on the physiological integrity section of the Level II HESI in spring 2016 for 58% success rate.

Analysis & Evaluation

50% criterion met (58%).

Changes as a Result of Evaluation

Will continue current strategies including the improvements being made for other criterion.

Analysis & Evaluation – Distance Learning

Kaufman - $43/77 = 55.8\%$ success
Athens - $6/7 = 85.7\%$ success
Both groups met the criterion.

Changes as a Result of Evaluation – Distance Learning

No changes as result of evaluation. Will continue to monitor trends.

Associate Degree Nursing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			
	X				

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.

Implementation Strategy

Implement concept-based curriculum for Level III in class, skills and clinical, incorporating interactive class activities, simulation, Nursing Concepts Online, EAL, EAQ, and EHR.

Assessment Method

Safe/Effective Care Environment section of the HESI Custom Test for Level III in fall of 2015.

Criterion (Expected Outcome)

Fifty-five percent of the students will score at 850 or higher the safe/effective care environment on the HESI Custom Test for Level III.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

By being able to demonstrate the ability to make safe and ethical collaborative clinical decisions for diverse clients/groups of clients they will demonstrate knowledge of living organisms.

Results

Data Summary

47/105 students scored 850 or higher on safe/effective care environment section of Level III HESI in fall 2015 = 45% success rate.

Analysis & Evaluation

55% criterion not met (45%).

Changes as a Result of Evaluation

Will make sure the students address more than just physical safety on the weekly clinical reflections. Will make sure safety is tested as an interrelated concept on more exams than just when safety is addressed as a concept. Will make sure students are completing their Lehne on-line pharmacology chapters.

Analysis & Evaluation – Distance Learning

Kaufman 42/94 scored 850 or higher = 44.68%
Athens 5/11 scored 850 or higher = 45.45%
No significant differences.

Changes as a Result of Evaluation – Distance Learning

No changes as a result of evaluation since the scores were essentially the same.

Associate Degree Nursing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation Strategy

Implement concept-based curriculum for Level III in class, skills and clinical, incorporating interactive class activities, simulation, Nursing Concepts Online, EAL, EAQ, and EHR.

Assessment Method

Clinical Judgment section of the HESI Custom Test for Level III in fall of 2015.

Criterion (Expected Outcome)

Fifty-five percent of the students will score at 850 or higher the clinical judgment section on the HESI Custom Test for Level III.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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

Results

Data Summary

39/105 students scored 850 or higher on the clinical judgment section of Level III HESI = 37% success rate.

Analysis & Evaluation

55% criterion not met (37%)

Changes as a Result of Evaluation

Will get students to take more NCLEX style questions throughout the semester and not just for HESI remediation after the semester is over. Will get students to work on increasing mastery level rather than just completing a certain number of questions. Will get students working on a 2 year HESI plan.

Analysis & Evaluation – Distance Learning

Kaufman -34/94 scored 850 or higher = 36%
Athens - 5/11 scored 850 or higher = 45.45%
Neither met the criterion.

Changes as a Result of Evaluation – Distance Learning

Athens scored slightly higher. No changes to be made as a result of evaluation.

Associate Degree Nursing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			
	X				

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).

Implementation Strategy

Implement concept-based curriculum for Level III in class, skills and clinical, incorporating interactive class activities, simulation, Nursing Concepts Online, EAL, EAQ, and EHR

Assessment Method

Physiological integrity section of the HESI Custom Test for Level III in fall of 2015.

Criterion (Expected Outcome)

Fifty-five percent of the students will score at 850 or higher the physiological integrity section on the HESI Custom Test for Level III.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

The HESI Custom Test for Level III measures physiological integrity which meets the general education outcome related to demonstrating life and physical science skills.

Results

Data Summary

46/105 students scored 850 or higher on physiological integrity section of Level III HESI = 44% success rate.

Analysis & Evaluation

55% criterion not met (44%)

Changes as a Result of Evaluation

Will add patho section on weekly clinical reflection. Will make sure part-time clinical faculty know how concept maps should be completed. Will continue to have students take more NCLEX style questions with goal of increasing mastery.

Analysis & Evaluation – Distance Learning

Kaufman - 40/94 scored 850 or higher on physiological integrity section of Level III HESI = 42.55%
Athens - 6/11 scored 850 or higher for 54.55% success rate. Neither met the criterion with distance site scoring higher.

Changes as a Result of Evaluation – Distance Learning

Distance site scored higher. Will continue to monitor trends. No changes as a result of evaluation with respect to distance learning.

Associate Degree Nursing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation Strategy

Implement the entire curriculum in class, skills and clinical, incorporating interactive class activities, simulation, Nursing Concepts Online, EAL, EAQ, and EHR.

Assessment Method

Safe, effective care environment and clinical judgment sections of the HESI Exit Exam in spring of 2016.

Criterion (Expected Outcome)

Sixty percent of the students will score at 850 or higher the safe, effective care environment and clinical judgment sections on the HESI Exit Exam.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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

Results

Data Summary

66/101 students scored 850 or higher on the safe/effective care environment section of HESI exit exam = 65% success rate. 55/101 students scored 850 or higher on clinical judgment section of HESI exit exam = 54% success rate.

Analysis & Evaluation

60% criterion met on safe/effective care environment (65%) 60% criterion not met on clinical judgment (54%).

Changes as a Result of Evaluation

Will get students to take more NCLEX style questions throughout the semester and not just for HESI remediation after the semester is over. Will get students to work on increasing mastery level rather than just completing a certain number of questions. Will get students working on a 2 year HESI plan.

Analysis & Evaluation – Distance Learning

Kaufman - 56/90 scored 850 or higher on safe/effective care environment on HESI exit = 62% success
Athens - 9/11 scored 850 or higher = 81.82%
Both groups met criterion for safe/effective care environment.
Kaufman - 47/90 scored 850 or higher on clinical judgment on HESI exit = 52% success rate
Athens - 8/11 scored 850 or higher = 72.73% success rate.
Athens met the 60% criterion but Kaufman did not.

Changes as a Result of Evaluation – Distance Learning

With distant site scoring higher, will not make any changes as a result of evaluation due to distance learning.

Associate Degree Nursing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation Strategy

Implement the entire curriculum in class, skills and clinical, incorporating interactive class activities, simulation, Nursing Concepts Online, EAL, EAQ, and EHR.

Assessment Method

Five areas of the nursing process on the HESI Exit Exam at the end of Level IV in spring of 2016.

Criterion (Expected Outcome)

Sixty percent of the students will score at 850 or higher on the five areas of the nursing process sections on the HESI Exit Exam.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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

Results

Data Summary

Total Total %Assessment 53/10152% Analysis58/10157% Planning61/10161%
Implementation46/10146% Evaluation39/10139%

Analysis & Evaluation

60% criterion met for planning (61%) but not for the other 4 (52%, 57%, 46%, 39%)

Changes as a Result of Evaluation

Will have exam committee make sure that all areas of the nursing process are being evaluated on the exams through ExamSoft statistics. Will continue to have students work on increasing master of NCLEX questions and work on a 2 year HESI plan.

Analysis & Evaluation – Distance Learning

Total %Kaufman K%AthensA%Assessment 53/10152% 46/9051.1% 7/1163.6% Analysis58/10157%
51/9056.7% 7/1163.6% Planning61/10161% 53/9058.9% 7/1163.6% Implementation46/10146%
41/9045.6% 5/1145.45% Evaluation39/10139% 36/90 40% 3/1127.27%Athens higher for Assessment,
Analysis, Planning but Kaufman was higher for Implementation and Evaluation.

Changes as a Result of Evaluation – Distance Learning

With distance site higher for 3 of 5, will continue to monitor trends. No changes to be made with respect to distance learning at this time.

Associate Degree Nursing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			
	X				

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).

Implementation Strategy

Implement the entire curriculum in class, skills and clinical, incorporating interactive class activities, simulation, Nursing Concepts Online, EAL, EAQ, and EHR.

Assessment Method

Implement the entire curriculum in class, skills and clinical, incorporating interactive class activities, simulation, Nursing Concepts Online, EAL, EAQ, and EHR.

Criterion (Expected Outcome)

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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

By being 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) they will demonstrate knowledge of living organisms.

Results

Data Summary

43/101 students scored 850 or higher on physiological integrity section of HESI exit exam = 43% success rate.

Analysis & Evaluation

60% criterion not met (43%)

Changes as a Result of Evaluation

Will add patho section on weekly clinical reflection. Will make sure part-time faculty know what should be included on the concept maps. Will make sure students are putting effort into the concept maps for their ICU patients in Level IV.

Analysis & Evaluation – Distance Learning

Kaufman 38/90 scored 850 or higher on physiologic integrity section = 42% success rate. Athens 5/11 scored 850 or higher = 45.45% success. Neither group met the 60% criterion.

Changes as a Result of Evaluation – Distance Learning

With distance site scoring slightly higher, no changes will be made with respect to distance learning. Will continue to monitor trends.

Associate Degree Nursing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			
		X			

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.

Implementation 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

Assessment Method

Measure retention rate of students in reading lab and those not in reading lab in the summer of 2015.

Criterion (Expected Outcome)

The students who complete the reading program will have a retention rate that is at least as good as the rest of the students.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading Only

The students will participate in the Weaver Reading Program in the summer before the nursing courses start if they took more than once to achieve a passing grade on the entrance exam in reading.

Relationship to General Education Outcomes

By completing the Weaver reading program they will increase their reading comprehension.

Results

Data Summary

5/12 students who completed the reading program in summer 2015 were still enrolled at the end of level II in May 2016 - 42% retention rate. 77/138 students who were not enrolled in the reading program in summer 2015 were still enrolled at the end of Level II in May 2016 = 56% retention rate.

Analysis & Evaluation

Students in the reading program had a lower retention rate - 42% vs. 56% but those 42% were at higher risk so this is not unexpected.

Changes as a Result of Evaluation

Will continue to encourage students at risk for reading skills to complete the reading program over the summer prior to Level I. Will share these results with the retention/mentoring committee to see if more can be done to work with these at risk students to help them be successful.

Analysis & Evaluation – Distance Learning

2/3 students in the reading program were in Athens and were still enrolled at end of Level II. 3/9 students in the reading program in Kaufman and were still enrolled at end of Level II. Athens reading students = 67% success vs. Kaufman 33% success.

Changes as a Result of Evaluation – Distance Learning

With more of the Athens students being retained, there will be no changes as a result of distance learning.

Emergency Medical Technology/Technician (EMT Paramedic)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
Technology	Life and Physical Science	Reading Comprehension			
	X				

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.

Implementation 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.

Assessment Method

Cardiology subtest of HESI diagnostic test given at end of the program

Criterion (Expected Outcome)

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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

By demonstrating a working knowledge of clinical information and related topics relevant to the practice of pre-hospital personnel in cardiac management they are demonstrating knowledge of living systems.

Results

Data Summary

6/10 students scored at or above the recommended level (700) on the cardiology items on the Paramedic HESI Exit Exam on first attempt for 60% success rate.

Analysis & Evaluation

Criterion met.

Changes as a Result of Evaluation

Will continue current strategies along with plans for improving National Registry exam rates which includes adopting Scenario-based Learning (SBL). This approach encourages students to take an active,

integrated and inquiry-based approach to learning, through the use of realistic scenarios. This type of instruction has been used to support students to engage with and integrate material learned through other formal and informal learning activities. The SBL approach is also very useful to promote the development of other capabilities, such as communication, teamwork, self-directed learning, reflective practice, ethical practice and the appreciation of social and cultural aspects of professional practice. It has also been shown to improve both retention and pass rates on the National Registry Certification exams.

Analysis & Evaluation – Distance Learning

2/6 met criterion in the Palestine class and 4/4 met the criterion in the Kaufman class. Met for Kaufman class but not for Palestine class.

Changes as a Result of Evaluation – Distance Learning

The plan is to improve the cardiology grades by using a better balance of classroom and lab to tie the cognitive and psychomotor domains for a better understanding of cardiology. Have moved the Kaufman instructor to teach both Palestine and Kaufman programs. Will adopt Scenario-based Learning (SBL). This approach encourages students to take an active, integrated and inquiry-based approach to learning, through the use of realistic scenarios. This type of instruction has been used to support students to engage with and integrate material learned through other formal and informal learning activities. The SBL approach is also very useful to promote the development of other capabilities, such as communication, teamwork, self-directed learning, reflective practice, ethical practice and the appreciation of social and cultural aspects of professional practice. It has also been shown to improve both retention and pass rates on the National Registry Certification exams.

Emergency Medical Technology/Technician (EMT Paramedic)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
Technology	Life and Physical Science	Reading Comprehension			
	X				

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.

Implementation 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.

Assessment Method

Medical subtest of HESI diagnostic exam given at the end of the program

Criterion (Expected Outcome)

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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

By being able to integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the medical patient they will demonstrate knowledge of living systems.

Results

Data Summary

8/10 students scored at or above the recommended level (700) on the medical items on the first attempt of the HESI Paramedic Exit Exam for a 80% success rate.

Analysis & Evaluation

Criterion exceeded - 80%. Benchmark is 60%

Changes as a Result of Evaluation

Will continue current strategies along with plans for improving National Registry exam rates which includes adopting Scenario-based Learning (SBL). This approach encourages students to take an active, integrated and inquiry-based approach to learning, through the use of realistic scenarios. This type of instruction has been used to support students to engage with and integrate material learned through other formal and informal learning activities. The SBL approach is also very useful to promote the development of other capabilities, such as communication, teamwork, self-directed learning, reflective practice, ethical practice and the appreciation of social and cultural aspects of professional practice. It has also been shown to improve both retention and pass rates on the National Registry Certification exams.

Analysis & Evaluation – Distance Learning

4/6 = 66.7% of Palestine students scored above the recommended level (700) on the medical questions on the HESI Paramedic Exit Exam on first attempt. 4/4 = 100% of the Kaufman students scored above the recommended level (700) on the medical questions on the HESI Paramedic Exit Exam on the first attempt. Both groups met the benchmark. rk, self-directed learning, reflective practice, ethical practice and the appreciation of social and cultural aspects of professional practice. It has also been shown to improve both retention and pass rates on the National Registry Certification exams.

Changes as a Result of Evaluation – Distance Learning

Will continue current strategies for both groups. No changes as a result of remote site.

Emergency Medical Technology/Technician (EMT Paramedic)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
Technology	Life and Physical Science	Reading Comprehension			
	X				

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.

Implementation 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.

Assessment Method

Trauma subtest of HESI diagnostic exam given at end of the program

Criterion (Expected Outcome)

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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

By being able to integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the trauma patient they will demonstrate knowledge of living organisms.

Results

Data Summary

8/10 students scored at or above the recommended level (700) on the trauma section of the HESI Paramedic Exit Exam on the first attempt for 80% success rate.

Analysis & Evaluation

Criterion (60%) exceeded.

Changes as a Result of Evaluation

Will continue current strategies along with plans for improving National Registry exam rates which includes adopting Scenario-based Learning (SBL). This approach encourages students to take an active, integrated and inquiry-based approach to learning, through the use of realistic scenarios. This type of instruction has been used to support students to engage with and integrate material learned through other formal and informal learning activities. The SBL approach is also very useful to promote the development of other capabilities, such as communication, teamwork, self-directed learning, reflective practice, ethical practice and the appreciation of social and cultural aspects of professional practice. It has also been shown to improve both retention and pass rates on the National Registry Certification exams.

Analysis & Evaluation – Distance Learning

4/6 = 66.7% of Palestine students scored above the recommended level (700) on the trauma questions on the HESI Paramedic Exit Exam on first attempt. 4/4 = 100% of the Kaufman students scored above the recommended level (700) on the trauma questions on the HESI Paramedic Exit Exam on the first attempt. Both groups met the benchmark.

Changes as a Result of Evaluation – Distance Learning

Will continue current strategies for both groups - no changes specific to one site or the other.

Emergency Medical Technology/Technician (EMT Paramedic)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
Technology	Life and Physical Science	Reading Comprehension			
	X				

Outcome Description

By the end of the program, the student will be able to demonstrate knowledge and skills required for airway management.

Implementation 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.

Assessment Method

Airway management subtest of HESI diagnostic exam given at end of the program

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

By being able to demonstrate knowledge and skills required for airway management they will demonstrate knowledge of living organisms.

Results

Data Summary

8/10 students scored at or above the recommended level (700) on the airway management section of the HESI Paramedic Exit Exam on the first attempt for a 80% success rate.

Analysis & Evaluation

Criterion (60%) exceeded.

Changes as a Result of Evaluation

Will continue current strategies along with plans for improving National Registry exam rates which includes adopting Scenario-based Learning (SBL). This approach encourages students to take an active,

integrated and inquiry-based approach to learning, through the use of realistic scenarios. This type of instruction has been used to support students to engage with and integrate material learned through other formal and informal learning activities. The SBL approach is also very useful to promote the development of other capabilities, such as communication, teamwork, self-directed learning, reflective practice, ethical practice and the appreciation of social and cultural aspects of professional practice. It has also been shown to improve both retention and pass rates on the National Registry Certification exams.

Analysis & Evaluation – Distance Learning

4/6 = 66.7% of Palestine students scored above the recommended level (700) on the airway management section on the HESI Paramedic Exit Exam on first attempt. 4/4 = 100% of the Kaufman students scored above the recommended level (700) on the airway management questions on the HESI Paramedic Exit Exam on the first attempt. Both groups met the benchmark.

Changes as a Result of Evaluation – Distance Learning

N/A

Nursing Assistant/Aide and Patient Care Technology

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation Strategy

Implement the curriculum for the PCT program in class, skills and clinicals including role-playing activities related to delegation.

Assessment 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 2015 and the spring of 2016.

Criterion (Expected Outcome)

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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

Results

Data Summary

88.89% of the students scored 90% or higher on the subtest of items that relate to duties and skills that can be delegated by the RN to the PCT in fall of 2015. 87.5% of the students scored 90% or higher on the subtest of items that relate to duties and skills that can be delegated by the RN to the PCT in fall of 2015.

Analysis & Evaluation

Outcome criterion met in fall of 2015 and spring of 2016.

Changes as a Result of Evaluation

Will continue current strategies with respect to delegation of tasks by the RN to the PCT.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning
N/A

Nursing Assistant/Aide and Patient Care Technology

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
Technology	Life and Physical Science	Reading Comprehension			
	X				

Outcome Description

By the end of the PCT program, the student will be able to demonstrate a basic understanding of commonly occurring disease processes.

Implementation Strategy

Implement the curriculum for the PCT program in class, skills and clinical.

Assessment 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 2015 and the spring of 2016.

Criterion (Expected Outcome)

Score on subtest of items on the PCT final that relate to commonly occurring disease processes in fall 2015 and spring 2016.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

Understanding disease processes will meet the outcome of understanding living organisms.

Results

Data Summary

88.89% of students scored 80% or higher on the subtest of items on the PCT final that relate to commonly occurring disease processes in fall 2015. 75% of students scored 80% or higher on the subtest of items on the PCT final that relate to commonly occurring disease processes in spring 2016.

Analysis & Evaluation

Criterion was 80%. Outcome criterion was met in fall 2015 but not in spring 2016.

Changes as a Result of Evaluation

The instructor plans to offer extra one on one assistance to any student or students in need, including Skills, Classroom or the Clinical rotation if they don't understand any of the disease processes. She will announce this at intervals throughout the PCT program and in addition she will talk to any student which she feels could benefit from extra help and encouragement.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Surgical Technology

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
Technology	Life and Physical Science	Reading Comprehension			
	X				

Outcome Description

By the end of the program, the student will be able to demonstrate knowledge of certifying exam content related to intraoperative procedures.

Implementation Strategy

Implement the curriculum for SRGT 1409 in class and skills. Clinical experiences will help reinforce the principles and content.

Assessment Method

Intraoperative procedures subsection of the Certified Surgical Technologist (CST) Examination given at the end of the program

Criterion (Expected Outcome)

Seventy percent of the students will score 68% or higher on the Intraoperative Procedures subsection of the CST.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

By demonstrating knowledge of certifying exam content related to intraoperative procedures they will be demonstrating knowledge of living systems.

Results

Data Summary

7/9 or 77.8% of the students scored 68% or higher on the Intraoperative Procedures subsection of the CST.

Analysis & Evaluation

70% Criterion Met - (77.8%).

Changes as a Result of Evaluation

Will continue current strategies since criterion was met.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Surgical Technology

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
Technology	Life and Physical Science	Reading Comprehension			
	X				

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.

Implementation Strategy

Implement the curriculum for SRGT 1441 and 1442 in class. Clinical experiences will help reinforce the principles

Assessment Method

Anatomy and Physiology subsection of the Certified Surgical Technologist (CST) examination given at the end of the SGT program

Criterion (Expected Outcome)

Seventy percent of the students will score 68% or higher on the anatomy and physiology section of the CST given at the end of the program.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

The Anatomy and Physiology section of the CST exam will measure students' ability to demonstrate knowledge of living systems.

Results

Data Summary

6/9 or 66.7% of the students scored 68% or higher on the anatomy and physiology section of the CST given at the end of the program.

Analysis & Evaluation

70% criterion not met (66.7%)

Changes as a Result of Evaluation

The students are required to have the Surgical Anatomy and Physiology for the Surgical Technologist textbook which helped to increase the A and P scores when it was originally adopted. The instructor

noted that not as many assignments from this book were required last year as were the year before, so she will go back to requiring more assignments from that text.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Vocational Nursing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
Technology	Life and Physical Science	Reading Comprehension			
	X				

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.

Implementation 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.

Assessment Method

ATI PN Pharmacology diagnostic test

Criterion (Expected Outcome)

Seventy-five percent of the students will score at or above national average on the ATI Pharmacology test on the first attempt.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

By be able to identify properties, effects and principles of pharmacotherapeutic agents they will be better able to give meds to patients and will demonstrate knowledge of working with living organisms.

Results

Data Summary

Kaufman - In fall 2015, 17/19 scored at or above the national mean for pharmacology exam for 89% success rate. Criterion met. Palestine - In summer 2016, 13/13 scored at or above the national mean for pharmacology exam for 100% success rate. Criterion met.

Analysis & Evaluation

Criterion met on both campuses.

Changes as a Result of Evaluation

Will continue current strategies, updating pharmacology information in the curriculum as needed.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Vocational Nursing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
Technology	Life and Physical Science	Reading Comprehension			
	X				

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.

Implementation 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.

Assessment Method

ATI PN Nursing Care of Children diagnostic test

Criterion (Expected Outcome)

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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

By being able to utilize the nursing process to assist in planning for the well or ill child they will demonstrate knowledge of living organisms.

Results

Data Summary

In Palestine, in spring 2016, 12/14 students scored at or above the national mean on the nursing care of children ATI exam for a 85.7% success rate. In Kaufman, in summer 2016, 12/21 students scored at or above the national mean on the nursing care of children ATI exam for a 57% success rate.

Analysis & Evaluation

Palestine students met the criterion. Kaufman students did not meet the criterion.

Changes as a Result of Evaluation

Palestine faculty will continue current strategies. Kaufman faculty plan on adopting ExamSoft testing so that students are more familiar with the computerized testing that they see on ATI and NCLEX-PN.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Vocational Nursing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
Technology	Life and Physical Science	Reading Comprehension			
	X				

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.

Implementation 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.

Assessment Method

ATI PN Maternal/Newborn Nursing (OB) diagnostic test

Criterion (Expected Outcome)

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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

By being able to utilize the nursing process to assist in planning for the childbearing family they will demonstrate knowledge of living organisms.

Results

Data Summary

In Palestine, in spring 2016, 12/15 students scored at or above the national mean on the maternal/newborn ATI exam for 80% success rate. In Kaufman, in summer 2016, 3/21 students scored at or above the national mean on the maternal/newborn ATI exam for 14% success rate.

Analysis & Evaluation

Palestine, criterion met. Kaufman, criterion not met.

Changes as a Result of Evaluation

Palestine faculty will continue current strategies. Kaufman faculty will adopt ExamSoft computerized testing so that students will be more familiar with the computerized testing they will see with ATI and NCLEX-PN.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Vocational Nursing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
Technology	Life and Physical Science	Reading Comprehension			
	X				

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.

Implementation 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.

Assessment Method

ATI PN Nursing Care of Medical/Surgical patients diagnostic test

Criterion (Expected Outcome)

Seventy-five percent of the students will score at or above national average on the ATI PN Medical/Surgical test on the first attempt.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

By being able to utilize the nursing process to assist in caring for clients with common medical-surgical health problems they will demonstrate knowledge of living organisms.

Results

Data Summary

In Kaufman, in fall 2015, 12/19 scored at or above the national mean on the medical/surgical ATI exam for 63% success rate. In Palestine, in summer 2016, 13/13 scored at or above the national mean on the medical/surgical ATI exam for 100% success rate.

Analysis & Evaluation

Kaufman class did not meet the criterion. Palestine class met the criterion.

Changes as a Result of Evaluation

Palestine faculty will continue current strategies. Kaufman faculty plan to adopt ExamSoft and computerized testing throughout the year so that students will be more comfortable with computerized testing they will encounter with ATI and NCLEX-PN.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Vocational Nursing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
Technology	Life and Physical Science	Reading Comprehension			
	X				

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.

Implementation Strategy

Implement curriculum for Level III through lectures and videos and computer simulations.

Assessment Method

ATI PN Mental Health diagnostic test

Criterion (Expected Outcome)

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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

By being able to identify mental illness, and treatment of common abnormal patterns of behavior and related nursing interventions they will demonstrate knowledge of living organisms.

Results

Data Summary

In Kaufman, in fall 2015, 9/19 scored at or above the national mean on the Mental Health ATI exam for 47% success rate. In Palestine, in summer 2016, 14/14 scored at or above the national mean on the Mental Health ATI exam for 100% success rate.

Analysis & Evaluation

Kaufman class did not meet the criterion. Palestine class met the criterion.

Changes as a Result of Evaluation

In Palestine, faculty will continue current strategies. In Kaufman, faculty plan to adopt Examsoft so students will do computerized charting throughout the year and will be more comfortable with the computerized testing they will see with ATI and NCLEX-PN.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Vocational Nursing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
Technology	Life and Physical Science	Reading Comprehension			
	X				

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.

Implementation Strategy

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

Assessment Method

ATI Comprehensive Diagnostic Test

Criterion (Expected Outcome)

Seventy-five percent of the students will score at or above the national average on the ATI comprehensive diagnostic test.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

By being able to utilize the nursing process in care for clients with common health problems they will demonstrate knowledge of living organisms.

Results

Data Summary

In Kaufman, in fall 2015, 16/19 scored at or above the national mean on the Comprehensive predictor for a 84% success rate. In Palestine, in summer 2016, 12/13 scored at or above the national mean on the Comprehensive predictor for a 92% success rate.

Analysis & Evaluation

Both classes met the criterion.

Changes as a Result of Evaluation

VN faculty will continue current strategies

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Vocational Nursing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
Technology	Life and Physical Science	Reading Comprehension			
	X				

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 and dying.

Implementation Strategy

Implement Level I curriculum in class, skills and clinical, incorporating changes decided on at the last VN faculty meeting.

Assessment Method

ATI Fundamentals diagnostic test

Criterion (Expected Outcome)

Seventy-five percent of the students will score at or above national average on the ATI Fundamentals diagnostic test.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

By being able to identify basic interventions to support the client and family during life stages including death and dying they will demonstrate knowledge of living organisms.

Results

Data Summary

In Kaufman, in spring 2016, 17/22 students scored at or above the national mean on the ATI fundamentals exam for 77% success rate. In Palestine, in spring 2016, 14/14 students scored at or above the national mean on the ATI fundamentals exam for 100% success rate.

Analysis & Evaluation

Both classes met the criterion.

Changes as a Result of Evaluation

VN faculty will continue current strategies.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Distance Education

Arts (ARTS.1301)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X			X	X
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation Strategy

Through group work, class discussion, and individual work, students will explore artists, artistic time periods, and the connection between the artist and the community.

Assessment Method

A written paper or 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.

Criterion (Expected Outcome)

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?"

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

Students will be required to conduct research on their respective topics of study in order to thoroughly understand the topic and respond thoughtfully. This research will require them to read various types of materials that are written for various audiences and purposes. Additionally, faculty hopes that facilitating students' participation in an activity outside of the scope of the traditional classroom setting will motivate students to respond positively to the learning experience and pursue other similar experiences.

Relationship to General Education Outcomes

Critical Thinking: Students will be required to think creatively by demonstrating their ability to identify artists and the time period in which they belong and by showing an understanding of the artist as a global citizen and their connection to community, state, or national issues. **Communication:** Students will be expected to effectively development, interpret, and express their ideas through oral and/or visual communication through the presentation. **Social Responsibility:** Students will be provided the opportunity to enhance their intercultural competence as they explore artists, artistic time periods, and the connection between the artist and the community and employ their understanding of the artist as a global citizen and their connection to the community. **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 presentations.

Results

Data Summary

ARTS 1301, taught in a face-to-face mode, was offered in only a few sections and covered by only one instructor. This instructor did not participate in the LEAPs assessment process and has no data to present. This is an ongoing issue one that has yet to be resolved satisfactorily. Students in ARTS 1301 distance sections met the communication goal; 82% of students successfully met the standard with the submission of their written report or visual presentation. Eighty-one percent of students accomplished the critical thinking standard in their analysis of an artist's work. Eighty-four percent earned at least the minimum 7 points on the peer evaluation rubric representing their participation in a team-related activity, and 83% were successful in reaching mastery in social responsibility as they explored modern-day issues that artists might explore in their works.

Analysis & Evaluation

ARTS 1301, taught in a face-to-face mode, was offered in only a few sections and covered by only one instructor. This instructor did not participate in the LEAPs assessment process and has no data to present. This is an ongoing issue one that has yet to be resolved satisfactorily.

Changes as a Result of Evaluation

The primary change that must take place is that there must be accountability for all instructors to participate in the LEAPs assessment process, but the division chairperson does not have the authority to facilitate this accountability; intervention by the appropriate provost is a necessity. This lagging participation will not be resolved otherwise.

Analysis & Evaluation – Distance Learning

Students in ARTS 1301 distance sections were successful, overall, in meeting and exceeding the goal. The faculty are satisfied with their outcomes but will review the rubrics utilized so ensure that all instructors are not only satisfied with their scope and depth but are applying them to the appropriate assignments.

Changes as a Result of Evaluation – Distance Learning

There was discussion of moving the social responsibility activity to the final project, but the rubric would remain the same.

Arts (ARTS.1303)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X		
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation 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.

Assessment 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.

Criterion (Expected Outcome)

Of the students who produce and present a portfolio, Critical Thinking: 80% will earn at least 80% of the points available for correctly identifying examples of artistic elements within the community. Communication: 80% will earn at least 80% of the points available for effectively presenting their portfolio to the class. Social Responsibility: 80% will earn 80% of the points available for demonstrating their understanding of the artists' connection to their communities.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading Only

Students will be required to conduct research on their respective topics in order to thoroughly understand the topic and respond thoughtfully. This research will require them to read various types of materials that are written for various audiences and purposes.

Relationship to General Education Outcomes

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.

Results

Data Summary

Eighty-eight percent were successful in meeting the teamwork expectations.

Analysis & Evaluation

ARTS 1303 was only offered as a distance course, and the analysis of the results is presented in the section for distance learning.

Changes as a Result of Evaluation

Since this course is only offered as a distance course, changes are discussed below in the distance learning section.

Analysis & Evaluation – Distance Learning

Only one section of this course was offered, as a distance course, in the fall semester, so there isn't adequate data to make sweeping changes. It was noted, though, that the assignment to create a Wiki page within the Blackboard LMS worked well for the "in-class" presentation, as these pages are viewable by all classmates.

Changes as a Result of Evaluation – Distance Learning

There was discussion of moving the social responsibility activity to the final project, but the rubric would remain the same. Utilizing the Wiki pages option for distance students to make presentations was a valuable modification.

Arts (ARTS.1303)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation 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.

Assessment Method

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

Criterion (Expected Outcome)

Of the students who produce a timeline, Teamwork: 100% will effectively work with their team members in the production of a timeline.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

Students in ARTS 1303 were moderately successful in meeting the outcomes. Only 60% of them achieved the critical thinking standard, and only 60% met the social responsibility measure; however, 100% fulfilled the communication goal.

Analysis & Evaluation

Only one section of this course was offered and only as a distance course, but, overall, the results weren't terrible. A bit more work on the CT and SR elements is all this is needed to improve success.

Changes as a Result of Evaluation

N/A

Analysis & Evaluation – Distance Learning

Only one section of this course was offered, as a distance course, in the fall semester, so there isn't adequate data to make sweeping changes. It was noted, though, that the assignment to create a Wiki page within the Blackboard LMS worked well for the "in-class" presentation, as these pages are viewable by all classmates.

Changes as a Result of Evaluation – Distance Learning

N/A

Arts (ARTS.1304)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation 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.

Assessment Method

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

Criterion (Expected Outcome)

Of the students who produce a timeline, Teamwork: 100% will effectively work with their team members in the production of a timeline.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

Students in ARTS 1304 were successful in meeting the teamwork expectation, as 88% of them met the standard for this outcome.

Analysis & Evaluation

Only one section of this course was offered, as a distance course, in the spring semester. The results reveal that students were, apparently, engaged with the activity and effectively participated in it.

Changes as a Result of Evaluation

Since this course is only offered as a distance course, analysis and changes are discussed in the distance learning sections.

Analysis & Evaluation – Distance Learning

Only one section of this course was offered, as a distance course, in the spring semester. The results reveal that students were, apparently, engaged with the activity and effectively participated in it.

Changes as a Result of Evaluation – Distance Learning

The proposed activity was modified by the instructor to fit the distance element better. Instead, the instructor had students to collaborate and create a Wiki page within Blackboard, and this seemed to be effective in engaging students to work together to fulfill a learning goal.

Arts (ARTS.1304)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X		
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation 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.

Assessment 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.

Criterion (Expected Outcome)

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 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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Students will be required to conduct research on their respective topics in order to thoroughly understand the topic and respond thoughtfully. This research will require them to read various types of materials that are written for various audiences and purposes.

Relationship to General Education Outcomes

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.

Results

Data Summary

Eighty-eight percent were successful in meeting the teamwork expectations

Analysis & Evaluation

Since this course was only offered as a distance course, the analysis and changes are discussed in the distance learning sections.

Changes as a Result of Evaluation

Since this course was only offered as a distance course, the analysis and changes are discussed in the distance learning sections.

Analysis & Evaluation – Distance Learning

There appeared to be effective participation in the teamwork activity, and this is especially positive, considering that this course is only offered as a distance course. A slight modification of the assignment seemed to engage students.

Changes as a Result of Evaluation – Distance Learning

The timeline project was modified slightly, but students still collaborated to identify common characteristics of respective cultures, and their summary was posted on the culture's Wiki page. This modification was successful in engaging students to work together to accomplish their team's goal.

Biology (BIOL.1406)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

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)

Implementation 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).

Assessment 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 70% or higher.

Criterion (Expected Outcome)

At least 70% 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 70% or higher.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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

Results

Data Summary

206 students from 10 sections of Biol 1406, representing 2 campuses of TVCC and 2 sections taught at TDCJ units by TVCC instructors, were assessed. 78% of face to face students were successful while 47% were successful in distance education sections. 16% of face to face students in reported sections were not available for assessment. 41% of distance education students in reported sections were not available for assessment.

Analysis & Evaluation

Since the goal was to have at least 70% of students assessed successful, the students in face to face sections met the goal, while the students in distance education sections did not meet the goal. Only one internet section was offered and two ITV sections at the TDCJ units were offered. The ITV sections did not have any assessed students. So they do not enter into the calculation of a percent successful of assessed students. The students in that one internet section made a particularly bad showing, which changed the results significantly. 16% of face to face students were not available for assessment. 41% of distance education students were not available for assessment. The two sections of ITV TDCJ classes did significantly impact these results since they were not assessed for critical thinking.

Changes as a Result of Evaluation

Biology faculty will increase the benchmark for individual student success and/or increase the goal percent for students rated successful. They want to keep the Microscopy Lab and Report as their learning outcome to assess for critical thinking.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

Biology faculty will increase the benchmark for individual student success and/or increase the goal percent for students rated successful. They want to keep the Microscopy Lab and Report as their learning outcome to assess for critical thinking. It would be nice to try to influence the TDCJ Units to allow enough time to complete all classroom material and complete all labs, but that request would not be reasonable because the people in charge there are concerned with security and do not allow college student inmates any movement that could compromise security.

Biology (BIOL.1406)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

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)

Implementation 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).

Assessment 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 70% or higher.

Criterion (Expected Outcome)

At least 70% 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 70% or higher.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

205 students 11 sections of Biol 1406, representing 2 TVCC campuses and 2 TDCJ units where Biol 1406 was offered, were assessed. 83% of face to face students assessed were successful, while 86% of distance education students assessed were successful. 16% of face to face students and 41% of distance education students assessed were not available for data collection. There were extenuating circumstances where 2 sections (with 23 students) of interactive TV classes at Texas Department of Criminal Justice units were locked down and unavailable for data collection in Fall Semester 2015.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated successful, the goal was exceeded. 41% with no data for distance education is abnormally high, but it was made so because of the lock down at the TDCJ units. In those two sections, the available time at the end of the semester had to be devoted to a final exam to allow the students to pass or fail the course.

Changes as a Result of Evaluation

Biology faculty will increase the benchmark for individual student success and/or increase the goal percent for students rated successful. They want to keep the Microscopy Lab and Report as their learning outcome to assess for communication.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated successful, the goal was exceeded. 41% with no data for distance education is abnormally high, but it was made so because of the lock down at the TDCJ units. In those two sections, the available time at the end of the semester had to be devoted to a final exam to allow the students to pass or fail the course.

Changes as a Result of Evaluation – Distance Learning

Biology faculty will increase the benchmark for individual student success and/or increase the goal percent for students rated successful. They want to keep the Microscopy Lab and Report as their learning outcome to assess for communication. It would be nice to try to influence the TDCJ Units to allow enough time to complete all classroom material and complete all labs, but that request would not be reasonable because the people in charge there are concerned with security and do not allow college student inmates any movement that could compromise security.

Biology (BIOL.1406)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

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)

Implementation 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).

Assessment 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 70% or higher.

Criterion (Expected Outcome)

At least 70% 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 70% or higher.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

204 students from 10 sections of Biol 1406, representing 2 campuses of TVCC and 2 sections taught at TDCJ units by TVCC instructors, were assessed. 85% of face to face students were successful while 47% were successful in distance education sections. 167 of face to face students in reported sections were not available for assessment. 41% of distance education students in reported sections were not available for assessment.

Analysis & Evaluation

Since the goal was to have at least 70% of students assessed successful, the students in face to face sections met the goal, while the students in distance education sections did not meet the goal. Only one internet section was offered and two ITV sections at the TDCJ units were offered. The ITV sections did not have any assessed students. So they do not enter into the calculation of a percent successful of assessed students. The students in that one internet section made a particularly bad showing, which changed the results significantly. 17% of face to face students were not available for assessment. 41% of distance education students were not available for assessment. The two sections of ITV TDCJ classes did significantly impact these results since they were not assessed for empirical and quantitative reasoning.

Changes as a Result of Evaluation

Biology faculty will increase the benchmark for individual student success and/or increase the goal percent for students rated successful. They want to keep the Microscopy Lab and Report as their learning outcome to assess for empirical and quantitative reasoning.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of students assessed successful, the students in face to face sections met the goal, while the students in distance education sections did not meet the goal. Only one internet section was offered and two ITV sections at the TDCJ units were offered. The ITV sections did not have any assessed students. So they do not enter into the calculation of a percent successful of assessed students. The students in that one internet section made a particularly bad showing, which changed the results significantly. 17% of face to face students were not available for assessment. 41% of distance education students were not available for assessment. The two sections of ITV TDCJ classes did significantly impact these results since they were not assessed for empirical and quantitative reasoning.

Changes as a Result of Evaluation – Distance Learning

Biology faculty will increase the benchmark for individual student success and/or increase the goal percent for students rated successful. They want to keep the Microscopy Lab and Report as their learning outcome to assess for empirical and quantitative reasoning. It would be nice to try to influence the TDCJ Units to allow enough time to complete all classroom material and complete all labs, but that request would not be reasonable because the people in charge there are concerned with security and do not allow college student inmates any movement that could compromise security.

Biology (BIOL.1406)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

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)

Implementation 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).

Assessment 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 70% or higher.

Criterion (Expected Outcome)

At least 70% 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 70% or higher.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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

Results

Data Summary

192 students from 11 sections of Biol 1406, representing 2 TVCC campuses and 2 sections taught at TDCJ Units by TVCC faculty, were assessed. 88% of face to face students and 61% of distance education students were successful. 23% of face to face students and 41% of distance education students were not available for assessment.

Analysis & Evaluation

Since the goal was to have at least 70% of students assessed successful, the students in face to face sections met the goal, while the students in distance education sections did not meet the goal. Only one internet section was offered and two ITV sections at the TDCJ units were offered. The ITV sections did not have any assessed students. So they do not enter into the calculation of a percent successful of assessed students. The students in that one internet section made a particularly bad showing, which changed the results significantly. 23% of face to face students were not available for assessment. 41% of distance education students were not available for assessment. The two sections of ITV TDCJ classes did significantly impact these results since they were not assessed for teamwork.

Changes as a Result of Evaluation

Biology faculty will increase the benchmark for individual student success and/or increase the goal percent for students rated successful. They want to keep the Microscopy Lab and Report as their learning outcome to assess for teamwork.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of students assessed successful, the students in face to face sections met the goal, while the students in distance education sections did not meet the goal. Only one internet section was offered and two ITV sections at the TDCJ units were offered. The ITV sections did not have any assessed students. So they do not enter into the calculation of a percent successful of assessed students. The students in that one internet section made a particularly bad showing, which changed the results significantly. 23% of face to face students were not available for assessment. 41% of distance education students were not available for assessment. The two sections of ITV TDCJ classes did significantly impact these results since they were not assessed for teamwork.

Changes as a Result of Evaluation – Distance Learning

Biology faculty will increase the benchmark for individual student success and/or increase the goal percent for students rated successful. They want to keep the Microscopy Lab and Report as their learning outcome to assess for empirical and quantitative reasoning. It would be nice to try to influence the TDCJ Units to allow enough time to complete all classroom material and complete all labs, but that request would not be reasonable because the people in charge there are concerned with security and do not allow college student inmates any movement that could compromise security.

Biology (BIOL.2401)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will use critical thinking and scientific problem-solving skills, including, but not limited to, inferring, integrating, synthesizing, and summarizing, to make decisions, recommendations and predictions.SLO#13

Implementation 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).

Assessment 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 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. Acceptable-Correct diagnosis with moderate justification, most parts of assignment completed

Criterion (Expected Outcome)

75 % 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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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). Life and Physical Science Skills: To demonstrate knowledge of the physical universe and living systems. Obviously students are demonstrating knowledge of living organisms.

Results

Data Summary

235 students, from 17 sections reported, representing 3 TVCC campuses and one high school section taught by TVCC faculty, were assessed. 72.2% of assessed internet students and 81.3% of assessed face to face students were successful. 24% of reported face to face students and 44% of reported internet students were not available for assessment. This probably indicates a very high drop out rate for face to face students and a significantly higher drop out rate for internet students.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded. The high rate of students reported with no data available from an assessment of them is probably due to the high drop out rate in Anatomy and Physiology classes. Students feel that they must have a high grade in A and P to get into nursing school and marginal students often drop out. Apparently that must be more prevalent in internet sections.

Changes as a Result of Evaluation

Biology faculty will choose a different type of evaluation tool for Biol 2401 next year. Instead of using a Case Study lab experiment and report, they intend to use a microscopy lab experiment and report to assess this learning outcome. Biology faculty feel that the high drop out rates for face to face and internet sections of Biol 2401 reflects the difficulty of the course, the high standard nursing schools set and the high standards for which TVCC Biology must prepare students. The significantly higher drop out rate for internet students probably means that marginal internet students are even more likely to drop out than marginal face to face students.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded. The high rate of students reported with no data available from an assessment of them is probably due to the high drop out rate in Anatomy and Physiology classes. Students feel that they must have a high grade in A and P to get into nursing school and marginal students often drop out. Apparently that must be more prevalent in internet sections.

Changes as a Result of Evaluation – Distance Learning

Biology faculty will choose a different type of evaluation tool for Biol 2401 next year. Instead of using a Case Study lab experiment and report, they intend to use a microscopy lab experiment and report to assess this learning outcome. Biology faculty feel that the high drop out rates for face to face and internet sections of Biol 2401 reflects the difficulty of the course, the high standard nursing schools set and the high standards for which TVCC Biology must prepare students. The significantly higher drop out rate for internet students probably means that marginal internet students are even more likely to drop out than marginal face to face students.

Biology (BIOL.2401)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will use critical thinking and scientific problem-solving skills, including, but not limited to, inferring, integrating, synthesizing, and summarizing, to make decisions, recommendations and predictions. SLO#13

Implementation 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).

Assessment 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 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. Acceptable-Correct diagnosis with moderate justification, most parts of assignment completed

Criterion (Expected Outcome)

75 % 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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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). Life and Physical Science Skills: To demonstrate knowledge of the physical universe and living systems. Obviously students are demonstrating knowledge of living organisms.

Results

Data Summary

235 students, from 17 sections reported, representing 3 TVCC campuses and one high school section taught by TVCC faculty, were assessed. 82% of assessed internet students and 73% of assessed face to face students were successful. 24% of reported face to face students and 44% of reported internet students were not available for assessment. This probably indicates a very high drop out rate for face to face students and a significantly higher drop out rate for internet students.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded. The high rate of students reported with no data available from an assessment of them is probably due to the high drop out rate in Anatomy and Physiology classes. Students feel that they must have a high grade in A and P to get into nursing school and marginal students often drop out. Apparently that must be more prevalent in internet sections.

Changes as a Result of Evaluation

Biology faculty will choose a different type of evaluation tool for Biol 2401 next year. Instead of using a Case Study lab experiment and report, they intend to use a microscopy lab experiment and report to assess this learning outcome. Biology faculty feel that the high drop out rates for face to face and internet sections of Biol 2401 reflects the difficulty of the course, the high standard nursing schools set and the high standards for which TVCC Biology must prepare students. The significantly higher drop out rate for internet students probably means that marginal internet students are even more likely to drop out than marginal face to face students.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded. The high rate of students reported with no data available from an assessment of them is probably due to the high drop out rate in Anatomy and Physiology classes. Students feel that they must have a high grade in A and P to get into nursing school and marginal students often drop out. Apparently that must be more prevalent in internet sections.

Changes as a Result of Evaluation – Distance Learning

Biology faculty will choose a different type of evaluation tool for Biol 2401 next year. Instead of using a Case Study lab experiment and report, they intend to use a microscopy lab experiment and report to assess this learning outcome. Biology faculty feel that the high drop out rates for face to face and internet sections of Biol 2401 reflects the difficulty of the course, the high standard nursing schools set and the high standards for which TVCC Biology must prepare students. The significantly higher drop out rate for internet students probably means that marginal internet students are even more likely to drop out than marginal face to face students.

Biology (BIOL.2401)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will use critical thinking and scientific problem-solving skills, including, but not limited to, inferring, integrating, synthesizing, and summarizing, to make decisions, recommendations and predictions. SLO#13

Implementation 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).

Assessment 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.

Criterion (Expected Outcome)

75 % 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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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). Life and Physical Science Skills: To demonstrate knowledge of the physical universe and living systems. Obviously students are demonstrating knowledge of living organisms.

Results

Data Summary

235 students, from 17 sections reported, representing 3 TVCC campuses and one high school section taught by TVCC faculty, were assessed. 82% of assessed internet students and 75% of assessed face to face students were successful. 24% of reported face to face students and 44% of reported internet students were not available for assessment. This probably indicates a very high drop out rate for face to face students and a significantly higher drop out rate for internet students.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded. The high rate of students reported with no data available from an assessment of them is probably due to the high drop out rate in Anatomy and Physiology classes. Students feel that they must have a high grade in A and P to get into nursing school and marginal students often drop out. Apparently that must be more prevalent in internet sections.

Changes as a Result of Evaluation

Biology faculty will choose a different type of evaluation tool for Biol 2401 next year. Instead of using a Case Study lab experiment and report, they intend to use a microscopy lab experiment and report to assess this learning outcome. Biology faculty feel that the high drop out rates for face to face and internet sections of Biol 2401 reflects the difficulty of the course, the high standard nursing schools set and the high standards for which TVCC Biology must prepare students. The significantly higher drop out rate for internet students probably means that marginal internet students are even more likely to drop out than marginal face to face students.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded. The high rate of students reported with no data available from an assessment of them is probably due to the high drop out rate in Anatomy and Physiology classes. Students feel that they must have a high grade in A and P to get into nursing school and marginal students often drop out. Apparently that must be more prevalent in internet sections.

Changes as a Result of Evaluation – Distance Learning

Biology faculty will choose a different type of evaluation tool for Biol 2401 next year. Instead of using a Case Study lab experiment and report, they intend to use a microscopy lab experiment and report to assess this learning outcome. Biology faculty feel that the high drop out rates for face to face and internet sections of Biol 2401 reflects the difficulty of the course, the high standard nursing schools set and the high standards for which TVCC Biology must prepare students. The significantly higher drop out rate for internet students probably means that marginal internet students are even more likely to drop out than marginal face to face students.

Biology (BIOL.2401)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will use critical thinking and scientific problem-solving skills, including, but not limited to, inferring, integrating, synthesizing, and summarizing, to make decisions, recommendations and predictions. SLO#13

Implementation 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).

Assessment 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.

Criterion (Expected Outcome)

75 % 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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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). Life and Physical Science Skills: To demonstrate knowledge of the physical universe and living systems. Obviously students are demonstrating knowledge of living organisms.

Results

Data Summary

235 students, from 17 sections reported, representing 3 TVCC campuses and one high school section taught by TVCC faculty, were assessed. 73% of assessed internet students and 93% of assessed face to face students were successful. 24% of reported face to face students and 44% of reported internet students were not available for assessment. This probably indicates a very high drop out rate for face to face students and a significantly higher drop out rate for internet students.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded. The high rate of students reported with no data available from an assessment of them is probably due to the high drop out rate in Anatomy and Physiology classes. Students feel that they must have a high grade in A and P to get into nursing school and marginal students often drop out. Apparently that must be more prevalent in internet sections.

Changes as a Result of Evaluation

Biology faculty will choose a different type of evaluation tool for Biol 2401 next year. Instead of using a Case Study lab experiment and report, they intend to use a microscopy lab experiment and report to assess this learning outcome. Biology faculty feel that the high drop out rates for face to face and internet sections of Biol 2401 reflects the difficulty of the course, the high standard nursing schools set and the high standards for which TVCC Biology must prepare students. The significantly higher drop out rate for internet students probably means that marginal internet students are even more likely to drop out than marginal face to face students.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded. The high rate of students reported with no data available from an assessment of them is probably due to the high drop out rate in Anatomy and Physiology classes. Students feel that they must have a high grade in A and P to get into nursing school and marginal students often drop out. Apparently that must be more prevalent in internet sections.

Changes as a Result of Evaluation – Distance Learning

Biology faculty will choose a different type of evaluation tool for Biol 2401 next year. Instead of using a Case Study lab experiment and report, they intend to use a microscopy lab experiment and report to assess this learning outcome. Biology faculty feel that the high drop out rates for face to face and internet sections of Biol 2401 reflects the difficulty of the course, the high standard nursing schools set and the high standards for which TVCC Biology must prepare students. The significantly higher drop out rate for internet students probably means that marginal internet students are even more likely to drop out than marginal face to face students.

Biology (BIOL.2402)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will use critical thinking and scientific problem-solving skills, including, but not limited to, inferring, integrating, synthesizing, and summarizing, to make decisions, recommendations and predictions.SLO#13

Implementation 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).

Assessment 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.

Criterion (Expected Outcome)

75 % 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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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). Life and Physical Science Skills: To demonstrate knowledge of the physical universe and living systems. Obviously students are demonstrating knowledge of living organisms

Results

Data Summary

169 students, from 11 reported sections, representing 3 campuses of TVCC and one high school section of Biol 2402 taught by a part-time TVCC faculty member, were assessed. 74% of 130 face to face students assessed were successful, while 90% of 39 internet students assessed were successful. 15% (23/153) of face to face students reported and 50% (39/78) of internet students reported were not available for assessment. This probably indicates a high drop out rate for face to face students and a much higher drop out rate for internet students.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated successful, the goal was exceeded. High drop out rates in Biol 2402 may not be avoidable. Students feel that they must make a high grade in Anatomy and Physiology to be viable candidates for nursing school. Many marginal students drop out and opt to try the course again. Apparently, marginal internet students drop out at an even higher rate.

Changes as a Result of Evaluation

Biology faculty intend to continue to use a Case Study lab experience and report to assess this outcome. However, they will increase the benchmark for individual student success and/or the goal percent for student success.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated successful, the goal was exceeded. High drop out rates in Biol 2402 may not be avoidable. Students feel that they must make a high grade in Anatomy and Physiology to be viable candidates for nursing school. Many marginal students drop out and opt to try the course again. Apparently, marginal internet students drop out at an even higher rate.

Changes as a Result of Evaluation – Distance Learning

Biology faculty intend to continue to use a Case Study lab experience and report to assess this outcome. However, they will increase the benchmark for individual student success and/or the goal percent for student success.

Biology (BIOL.2402)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will use critical thinking and scientific problem-solving skills, including, but not limited to, inferring, integrating, synthesizing, and summarizing, to make decisions, recommendations and predictions. SLO#13

Implementation 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).

Assessment 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

Criterion (Expected Outcome)

75 % 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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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). Life and Physical Science Skills: To demonstrate knowledge of the physical universe and living systems. Obviously students are demonstrating knowledge of living organisms.

Results

Data Summary

168 students, from 11 reported sections, representing 3 campuses of TVCC and one high school section of Biol 2402 taught by a part-time TVCC faculty member, were assessed. 89% of 129 face to face students assessed were successful, while 85% of 39 internet students assessed were successful. 16% (24/153) of face to face students reported and 50% (39/76) of internet students reported were not available for assessment. This probably indicates a high drop out rate for face to face students and a much higher drop out rate for internet students.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated successful, the goal was exceeded. High drop out rates in Biol 2402 may not be avoidable. Students feel that they must make a high grade in Anatomy and Physiology to be viable candidates for nursing school. Many marginal students drop out and opt to try the course again. Apparently, marginal internet students drop out at an even higher rate.

Changes as a Result of Evaluation

Biology faculty intend to continue to use a Case Study lab experience and report to assess this outcome. However, they will increase the benchmark for individual student success and/or the goal percent for student success.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated successful, the goal was exceeded. High drop out rates in Biol 2402 may not be avoidable. Students feel that they must make a high grade in Anatomy and Physiology to be viable candidates for nursing school. Many marginal students drop out and opt to try the course again. Apparently, marginal internet students drop out at an even higher rate.

Changes as a Result of Evaluation – Distance Learning

Biology faculty intend to continue to use a Case Study lab experience and report to assess this outcome. However, they will increase the benchmark for individual student success and/or the goal percent for student success.

Biology (BIOL.2402)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will use critical thinking and scientific problem-solving skills, including, but not limited to, inferring, integrating, synthesizing, and summarizing, to make decisions, recommendations and predictions. SLO#13

Implementation 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).

Assessment 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.

Criterion (Expected Outcome)

75 % 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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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). Life and Physical Science Skills: To demonstrate knowledge of the physical universe and living systems. Obviously students are demonstrating knowledge of living organisms.

Results

Data Summary

170 students, from 11 reported sections, representing 3 campuses of TVCC and one high school section of Biol 2402 taught by a part-time TVCC faculty member, were assessed. 77% of 131 face to face students assessed were successful, while 84% of 39 internet students assessed were successful. 14% (22/153) of face to face students reported and 50% (39/78) of internet students reported were not available for assessment. This probably indicates a high drop out rate for face to face students and a much higher drop out rate for internet students.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated successful, the goal was exceeded. High drop out rates in Biol 2402 may not be avoidable. Students feel that they must make a high grade in Anatomy and Physiology to be viable candidates for nursing school. Many marginal students drop out and opt to try the course again. Apparently, marginal internet students drop out at an even higher rate.

Changes as a Result of Evaluation

Biology faculty intend to continue to use a Case Study lab experience and report to assess this outcome. However, they will increase the benchmark for individual student success and/or the goal percent for student success.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated successful, the goal was exceeded. High drop out rates in Biol 2402 may not be avoidable. Students feel that they must make a high grade in Anatomy and Physiology to be viable candidates for nursing school. Many marginal students drop out and opt to try the course again. Apparently, marginal internet students drop out at an even higher rate.

Changes as a Result of Evaluation – Distance Learning

Biology faculty intend to continue to use a Case Study lab experience and report to assess this outcome. However, they will increase the benchmark for individual student success and/or the goal percent for student success.

Biology (BIOL.2402)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will use critical thinking and scientific problem-solving skills, including, but not limited to, inferring, integrating, synthesizing, and summarizing, to make decisions, recommendations and predictions.SLO#13

Implementation 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).

Assessment 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.

Criterion (Expected Outcome)

75 % 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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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). Life and Physical Science Skills: To demonstrate knowledge of the physical universe and living systems. Obviously students are demonstrating knowledge of living organisms.

Results

Data Summary

169 students, from 11 reported sections, representing 3 campuses of TVCC and one high school section of Biol 2402 taught by a part-time TVCC faculty member, were assessed. 85% of 130 face to face students assessed were successful, while 95% of 39 internet students assessed were successful. 15% (23/153) of face to face students reported and 50% (39/78) of internet students reported were not available for assessment. This probably indicates a high drop out rate for face to face students and a much higher drop out rate for internet students.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated successful, the goal was exceeded. High drop out rates in Biol 2402 may not be avoidable. Students feel that they must make a high grade in Anatomy and Physiology to be viable candidates for nursing school. Many marginal students drop out and opt to try the course again. Apparently, marginal internet students drop out at an even higher rate.

Changes as a Result of Evaluation

Biology faculty intend to continue to use a Case Study lab experience and report to assess this outcome. However, they will increase the benchmark for individual student success and/or the goal percent for student success.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated successful, the goal was exceeded. High drop out rates in Biol 2402 may not be avoidable. Students feel that they must make a high grade in Anatomy and Physiology to be viable candidates for nursing school. Many marginal students drop out and opt to try the course again. Apparently, marginal internet students drop out at an even higher rate.

Changes as a Result of Evaluation – Distance Learning

Biology faculty intend to continue to use a Case Study lab experience and report to assess this outcome. However, they will increase the benchmark for individual student success and/or the goal percent for student success.

Biology (BIOL.2404)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will use critical thinking and scientific problem-solving skills, including, but not limited to, inferring, integrating, synthesizing, and summarizing, to make decisions, recommendations and predictions.

Implementation 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).

Assessment 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.

Criterion (Expected Outcome)

75 % 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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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). Life and Physical Science Skills: To demonstrate knowledge of the physical universe and living systems. Obviously students are demonstrating knowledge of living organisms.

Results

Data Summary

39 students, from 4 sections of Biol 2404, representing 2 campuses of TVCC, were assessed. 100% of face to face assessed students were successful, while 71% of assessed distance education students were successful. 42% of face to face students reported (8/19) were not available for assessment. 43% of distance education students reported (21/49) were not available for assessment. This probably reflects the high drop out rate among Intro Anatomy and Physiology students.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated successful, the goal was exceeded. The high drop out rate for Intro A and P students partially explains the high rate of un-assessed students in reported sections.

Changes as a Result of Evaluation

Biology faculty wish to continue to use a Case Study experience and written report to assess this outcome. However, they will use different case studies next year and will increase the benchmark for individual student success and/or increase the goal percent for student success.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated successful, the goal was met. The high drop out rate for Intro A and P students partially explains the high rate of un-assessed students in reported sections.

Changes as a Result of Evaluation – Distance Learning

Biology faculty wish to continue to use a Case Study experience and written report to assess this outcome. However, they will use different case studies next year and will increase the benchmark for individual student success and/or increase the goal percent for student success.

Biology (BIOL.2404)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will use critical thinking and scientific problem-solving skills, including, but not limited to, inferring, integrating, synthesizing, and summarizing, to make decisions, recommendations and predictions.

Implementation 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).

Assessment 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.

Criterion (Expected Outcome)

75 % 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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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). Life and Physical Science Skills: To demonstrate knowledge of the physical universe and living systems. Obviously students are demonstrating knowledge of living organisms.

Results

Data Summary

39 students, from 4 sections of Biol 2404, representing 2 campuses of TVCC, were assessed. 100% of face to face assessed students were successful, while 71% of assessed distance education students were successful. 42% of face to face students reported (8/19) were not available for assessment. 43% of distance education students reported (21/49) were not available for assessment. This probably reflects the high drop out rate among Intro Anatomy and Physiology students.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated successful, the goal was exceeded. The high drop out rate for Intro A and P students partially explains the high rate of un-assessed students in reported sections.

Changes as a Result of Evaluation

Biology faculty wish to continue to use a Case Study experience and written report to assess this outcome. However, they will use different case studies next year and will increase the benchmark for individual student success and/or increase the goal percent for student success.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated successful, the goal was met. The high drop out rate for Intro A and P students partially explains the high rate of un-assessed students in reported sections.

Changes as a Result of Evaluation – Distance Learning

Biology faculty wish to continue to use a Case Study experience and written report to assess this outcome. However, they will use different case studies next year and will increase the benchmark for individual student success and/or increase the goal percent for student success.

Biology (BIOL.2404)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will use critical thinking and scientific problem-solving skills, including, but not limited to, inferring, integrating, synthesizing, and summarizing, to make decisions, recommendations and predictions.

Implementation 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).

Assessment 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.

Criterion (Expected Outcome)

75 % 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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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). Life and Physical Science Skills: To demonstrate knowledge of the physical universe and living systems. Obviously students are demonstrating knowledge of living organisms.

Results

Data Summary

31 students, from 4 sections of Biol 2404, representing 2 campuses of TVCC, were assessed. 100% of face to face assessed students were successful, while 90% of assessed distance education students were successful. 42% of face to face students reported (8/19) were not available for assessment. 59% of distance education students reported (29/49) were not available for assessment. This probably reflects the high drop out rate among Intro Anatomy and Physiology students, but also makes questionable why 8 students were available for assessment in communication, critical thinking and empirical and quantitative reasoning, but not for teamwork.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated successful, the goal was exceeded. The high drop out rate for Intro A and P students partially explains the high rate of un-assessed students in reported sections.

Changes as a Result of Evaluation

Biology faculty wish to continue to use a Case Study experience and written report to assess this outcome. However, they will use different case studies next year and will increase the benchmark for individual student success and/or increase the goal percent for student success.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated successful, the goal was exceeded. The high drop out rate for Intro A and P students partially explains the high rate of un-assessed students in reported sections.

Changes as a Result of Evaluation – Distance Learning

Biology faculty wish to continue to use a Case Study experience and written report to assess this outcome. However, they will use different case studies next year and will increase the benchmark for individual student success and/or increase the goal percent for student success.

Biology (BIOL.2404)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will use critical thinking and scientific problem-solving skills, including, but not limited to, inferring, integrating, synthesizing, and summarizing, to make decisions, recommendations and predictions.

Implementation 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).

Assessment 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.

Criterion (Expected Outcome)

75 % 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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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). Life and Physical Science Skills: To demonstrate knowledge of the physical universe and living systems. Obviously students are demonstrating knowledge of living organisms.

Results

Data Summary

39 students, from 4 sections of Biol 2404, representing 2 campuses of TVCC, were assessed. 100% of face to face assessed students were successful, while 64% of assessed distance education students were successful. 42% of face to face students reported (8/19) were not available for assessment. 43% of distance education students reported (21/49) were not available for assessment. This probably reflects the high drop out rate among Intro Anatomy and Physiology students

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated successful, the goal was exceeded. The high drop out rate for Intro A and P students partially explains the high rate of un-assessed students in reported sections.

Changes as a Result of Evaluation

Biology faculty wish to continue to use a Case Study experience and written report to assess this outcome. However, they will use different case studies next year and will increase the benchmark for individual student success and/or increase the goal percent for student success.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated successful, the goal was not met. The high drop out rate for Intro A and P students partially explains the high rate of un-assessed students in reported sections.

Changes as a Result of Evaluation – Distance Learning

Biology faculty wish to continue to use a Case Study experience and written report to assess this outcome. However, they will use different case studies next year.

Biology (BIOL.2420)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will describe distinctive characteristics and diverse growth requirements of prokaryotic organisms compared to eukaryotic organisms.

Implementation Strategy

Students will work in groups (TW) to identify distinctive characteristics of the two types of organisms (CT). Students will measure their diverse growth requirements and will produce a written report portfolio (CM) that clearly (EQ) demonstrates the differing characteristics and differing growth requirements of prokaryotic and eukaryotic organisms (CT).

Assessment Method

A standardized laboratory report will be collected from each student during the semester and at least 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 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 70% or higher.

Criterion (Expected Outcome)

At least 70% 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 70% or higher.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

TW1: Students will work in groups to identify, describe, and contrast the characteristics and growth requirements of prokaryotic and eukaryotic organisms. Life and Physical Science Skills: To demonstrate knowledge of the physical universe and living systems. Obviously students are demonstrating knowledge of living organisms.

Results

Data Summary

139 students, from all 7 Fall 2015 sections of Biol 2420, representing all 3 TVCC campuses that offer Biol 2420, were assessed. 81% of face to face students and 83% of internet students were successful. 8% (9/118) of face to face students in reported sections and 32% (14/44) of internet students in reported sections were not available for assessment of this outcome.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded. The much higher rate of non-assessed students in internet sections probably means a much higher drop out rate.

Changes as a Result of Evaluation

Biology faculty will use a different lab experiment and report to assess this outcome next year, and they will increase the benchmark for individual student success and/or the percent goal for student success.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded. The high rate of non-assessment in distance learning sections may be due to high drop out rates in the distance learning sections.

Changes as a Result of Evaluation – Distance Learning

Biology faculty will use a different lab experiment and report to assess this outcome next year, and they will increase the benchmark for individual student success and/or the percent goal for student success. Encouraging persistence by marginal students in distance learning sections could be emphasized, but students know that they need high grades in Microbiology to get into nursing schools. Such emphasis might not be in the best interests of students.

Biology (BIOL.2420)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will describe distinctive characteristics and diverse growth requirements of prokaryotic organisms compared to eukaryotic organisms.

Implementation Strategy

Students will work in groups (TW) to identify distinctive characteristics of the two types of organisms (CT). Students will measure their diverse growth requirements and will produce a written report portfolio (CM) that clearly (EQ) demonstrates the differing characteristics and differing growth requirements of prokaryotic and eukaryotic organisms (CT).

Assessment Method

A standardized laboratory report will be collected from each student during the semester and at least 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 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 70% or higher.

Criterion (Expected Outcome)

At least 70% 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 70% or higher.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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. Life and Physical Science Skills: To demonstrate knowledge of the physical universe and living systems. Obviously students are demonstrating knowledge of living organisms.

Results

Data Summary

139 students, from all 7 Fall 2015 sections of Biol 2420, representing all 3 TVCC campuses that offer Biol 2420, were assessed. 75% of face to face students and 83% of internet students were successful. 8% (9/118) of face to face students in reported sections and 32% (14/44) of internet students in reported sections were not available for assessment of this outcome.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded. The much higher rate of non-assessed students in internet sections probably means a much higher drop out rate.

Changes as a Result of Evaluation

Biology faculty will use a different lab experiment and report to assess this outcome next year, and they will increase the benchmark for individual student success and/or the percent goal for student success.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded. The high rate of non-assessment in distance learning sections may be due to high drop out rates in the distance learning sections.

Changes as a Result of Evaluation – Distance Learning

Biology faculty will use a different lab experiment and report to assess this outcome next year, and they will increase the benchmark for individual student success and/or the percent goal for student success. Encouraging persistence by marginal students in distance learning sections could be emphasized, but students know that they need high grades in Microbiology to get into nursing schools. Such emphasis might not be in the best interests of students.

Biology (BIOL.2420)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will describe distinctive characteristics and diverse growth requirements of prokaryotic organisms compared to eukaryotic organisms.

Implementation Strategy

Students will work in groups (TW) to identify distinctive characteristics of the two types of organisms (CT). Students will measure their diverse growth requirements and will produce a written report portfolio (CM) that clearly (EQ) demonstrates the differing characteristics and differing growth requirements of prokaryotic and eukaryotic organisms (CT).

Assessment Method

A standardized laboratory report will be collected from each student during the semester and at least 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 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 70% or higher.

Criterion (Expected Outcome)

At least 70% 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 70% or higher.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

CT1: The students are required to produce a written lab report. Life and Physical Science Skills: To demonstrate knowledge of the physical universe and living systems. Obviously students are demonstrating knowledge of living organisms.

Results

Data Summary

139 students, from all 7 Fall 2015 sections of Biol 2420, representing all 3 TVCC campuses that offer Biol 2420, were assessed. 79% of face to face students and 83% of internet students were successful. 8% (9/118) of face to face students in reported sections and 32% (14/44) of internet students in reported sections were not available for assessment of this outcome.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded. The much higher rate of non-assessed students in internet sections probably means a much higher drop out rate.

Changes as a Result of Evaluation

Biology faculty will use a different lab experiment and report to assess this outcome next year, and they will increase the benchmark for individual student success and/or the percent goal for student success.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded. The high rate of non-assessment in distance learning sections may be due to high drop out rates in the distance learning sections.

Changes as a Result of Evaluation – Distance Learning

Biology faculty will use a different lab experiment and report to assess this outcome next year, and they will increase the benchmark for individual student success and/or the percent goal for student success. Encouraging persistence by marginal students in distance learning sections could be emphasized, but students know that they need high grades in Microbiology to get into nursing schools. Such emphasis might not be in the best interests of students.

Biology (BIOL.2420)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will describe distinctive characteristics and diverse growth requirements of prokaryotic organisms compared to eukaryotic organisms.

Implementation Strategy

Students will work in groups (TW) to identify distinctive characteristics of the two types of organisms (CT). Students will measure their diverse growth requirements and will produce a written report portfolio (CM) that clearly (EQ) demonstrates the differing characteristics and differing growth requirements of prokaryotic and eukaryotic organisms (CT).

Assessment Method

A standardized laboratory report will be collected from each student during the semester and at least 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 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 70% or higher.

Criterion (Expected Outcome)

At least 70% 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 70% or higher.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

Empirical and Quantitative: Students will measure and analyze data obtained during the laboratory exercise. Life and Physical Science Skills: To demonstrate knowledge of the physical universe and living systems. Obviously students are demonstrating knowledge of living organisms.

Results

Data Summary

139 students, from all 7 Fall 2015 sections of Biol 2420, representing all 3 TVCC campuses that offer Biol 2420, were assessed. 74% of face to face students and 83% of internet students were successful. 8% (9/118) of face to face students in reported sections and 32% (14/44) of internet students in reported sections were not available for assessment of this outcome.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded. The much higher rate of non-assessed students in internet sections probably means a much higher drop out rate.

Changes as a Result of Evaluation

Biology faculty will use a different lab experiment and report to assess this outcome next year, and they will increase the benchmark for individual student success and/or the percent goal for student success.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded. The high rate of non-assessment in distance learning sections may be due to high drop out rates in the distance learning sections.

Changes as a Result of Evaluation – Distance Learning

Biology faculty will use a different lab experiment and report to assess this outcome next year, and they will increase the benchmark for individual student success and/or the percent goal for student success. Encouraging persistence by marginal students in distance learning sections could be emphasized, but students know that they need high grades in Microbiology to get into nursing schools. Such emphasis might not be in the best interests of students.

Biology (BIOL.2421)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Apply scientific reasoning to investigate questions and utilize scientific tools such as microscopes and laboratory equipment to collect and analyze data. SLO #9

Implementation Strategy

Students will work together in teams to produce a written case study analysis to solve a problem (identification of prokaryotic and eukaryotic organisms) and provide justification for their solution (CT). Students will identify the essential information (characteristics and growth requirements) for solving the problem (EQ). Students will use quantitative measures to produce a graph or table of the organisms' characteristics and identify the organisms (EQ). The written presentation will assess accuracy, depth of content, and reasonableness of the conclusions (EQ, CM). Students will anonymously assess team members on their participation, performance, and ability to divide tasks and share equally within the group (TW).

Assessment Method

Students who complete BIOL 2421 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 identification with justification, all parts of assignment completed correctly, worked well within the group. Acceptable-Correct identification with moderate justification, most parts of assignment completed correctly, significant group participation Poor- Incorrect identification 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.

Criterion (Expected Outcome)

75 % 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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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 data to identify organisms. 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 identification based on the presented facts (Communication Skills). To produce this document students will have to evaluate and analyze the characteristics and growth requirements to determine their identification (Critical Thinking Skills) and evaluate the reasonableness of their identification using data and observable facts (Empirical and Quantitative Skills). Life and Physical Science Skills: To demonstrate knowledge of the physical universe and living systems. Obviously students are demonstrating knowledge of living organisms.

Results

Data Summary

12 students, from the only section offered of Biol 2421 were assessed for this outcome. 75% were successful.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students successful, the goal was met.

Changes as a Result of Evaluation

Biology faculty will continue to use a lab experiment and report to assess this outcome, but they will use a different lab experiment and report next, and they will increase the benchmark for individual student success and/or the goal percent for student success.

Analysis & Evaluation – Distance Learning

No distance learning section of Biol 2421 was offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning section of Biol 2421 is planned for next year.

Chemistry (CHEM.1405)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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.

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

64 students from 4 sections, representing only the Palestine Campus of TVCC, were assessed for empirical and quantitative reasoning. 100% of students assessed were successful. 100% of enrolled face to face students were assessed for this leap, but 25% of enrolled internet students were unavailable for assessment.

Analysis & Evaluation

Since the goal for a percent of assessed students was to have at least 60% of assessed students rate successful, the goal was exceeded. The percents of enrolled students who were unavailable for assessment were further apart for this leap (0% for face to face enrolled students versus 25% of enrolled internet students). This probably indicates that most of those internet students who were not assessed had dropped the course before the assessment was administered.

Changes as a Result of Evaluation

A different lab will be chosen for assessment next year and the benchmark for success and/or the goal for a percent of students rated successful will increase.

Analysis & Evaluation – Distance Learning

Since the goal for a percent of assessed students was to have at least 60% of assessed students rate successful, the goal was exceeded. The percents of enrolled students who were unavailable for assessment were further apart for this leap (0% for face to face enrolled students versus 25% of enrolled internet students). This probably indicates that most of those internet students who were not assessed had dropped the course before the assessment was administered.

Changes as a Result of Evaluation – Distance Learning

A different lab will be chosen for assessment next year and the benchmark for success and/or the goal for a percent of students rated successful will increase.

Chemistry (CHEM.1405)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

Communication Skills - To include effective development, interpretation and expression of ideas through written, oral and visual communication. COM 5 is applicable

Results

Data Summary

59 students from 4 sections of Chem 1405, representing only the Palestine campus of TVCC, were assessed for communication. 93% of face to face students and 95% of internet students reached the benchmark for success. 6% of face to face students and 21% of internet students were unavailable for assessment.

Analysis & Evaluation

Since the goal for a percent of students to be rated high enough to be successful was 60%, the goal was exceeded. Though a slightly higher percent of assessed students were successful in internet sections than in face to face sections, there was a much higher rate for internet students of not taking the assessment. This probably indicates that most of those students had dropped the class before the assessment was administered.

Changes as a Result of Evaluation

Chemistry will choose a higher benchmark for success and/or a higher percent goal for student success. They also may choose a different lab report for assessment next year.

Analysis & Evaluation – Distance Learning

Since the goal for a percent of students to be rated high enough to be successful was 60%, the goal was exceeded. Though a slightly higher percent of assessed students were successful in internet sections than in face to face sections, there was a much higher rate for internet students of not taking the assessment. This probably indicates that most of those students had dropped the class before the assessment was administered.

Changes as a Result of Evaluation – Distance Learning

Chemistry will choose a higher benchmark for success and/or a higher percent goal for student success. They also may choose a different lab report for assessment next year.

Chemistry (CHEM.1405)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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.

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

Critical Thinking Skills - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. CT1, CT2, and CT3 are applicable.

Results

Data Summary

59 students from 4 sections of Chem 1405, representing only the Palestine Campus of TVCC, were assessed for critical thinking. 93% of assessed face to face students and 95% of assessed internet students were rated successful. 6% of enrolled face to face students were unavailable for assessment. 21% of enrolled internet students were unavailable for assessment. This probably indicates that most of those students had dropped the class before the assessment was administered.

Analysis & Evaluation

Since the goal was to have at least 60% of assessed students rate as successful, the goal was exceeded. Though the success rates for internet students and face to face students assessed were close (93% for face to face versus 95% for internet students) a much larger difference should be noted when comparing the percent of enrolled students who were not assessed (6% for face to face students versus 21% for internet students). This probably indicates that many of those students had dropped the class before the assessment was administered.

Changes as a Result of Evaluation

A different lab will be chosen for assessment next year and the benchmark for success and/or the goal for a percent of students rated successful will increase.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 60% of assessed students rate as successful, the goal was exceeded. Though the success rates for internet students and face to face students assessed were close (93% for face to face versus 95% for internet students) a much larger difference should be noted when comparing the percent of enrolled students who were not assessed (6% for face to face students versus 21% for internet students). This probably indicates that many of those students had dropped the class before the assessment was administered.

Changes as a Result of Evaluation – Distance Learning

A different lab will be chosen for assessment next year and the benchmark for success and/or the goal for a percent of students rated successful will increase.

Chemistry (CHEM.1405)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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.

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

64 students from 4 sections of Chem 1405, representing only the Palestine Campus of TVCC, were assessed. 92% of face to face students and 100% of internet students were successful at the chosen benchmark. 0% of enrolled face to face students were unavailable for assessment while 25% of enrolled internet students had no assessment.

Analysis & Evaluation

Since the goal was to have at least 60% of students assessed rated as successful, the goal was exceeded. A much higher percent of enrolled internet students than of enrolled face to face students were not assessed (25% versus 0%). This may indicate that many of those internet students had dropped the course before the assessment.

Changes as a Result of Evaluation

A different lab will be chosen for assessment next year and the benchmark for success and/or the goal for a percent of students rated successful will increase.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of students assessed rated as successful, the goal was exceeded. A much higher percent of enrolled internet students than of enrolled face to face students were not assessed (25% versus 0%). This may indicate that many of those internet students had dropped the course before the assessment.

Changes as a Result of Evaluation – Distance Learning

A different lab will be chosen for assessment next year and the benchmark for success and/or the goal for a percent of students rated successful will increase.

Chemistry (CHEM.1406)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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.

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

Communication Skills - To include effective development, interpretation and expression of ideas through written, oral and visual communication COM5 is applicable

Results

Data Summary

No sections of Chem 1406 were offered.

Analysis & Evaluation

No sections of Chem 1406 were offered.

Changes as a Result of Evaluation

No sections of Chem 1406 were offered.

Analysis & Evaluation – Distance Learning

No sections of Chem 1406 were offered.

Changes as a Result of Evaluation – Distance Learning

No sections of Chem 1406 were offered.

Chemistry (CHEM.1406)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

Critical Thinking Skills - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. CT1, CT2, and CT3 are applicable.

Results

Data Summary

No sections of Chem 1406 were offered.

Analysis & Evaluation

No sections of Chem 1406 were offered.

Changes as a Result of Evaluation

No sections of Chem 1406 were offered.

Analysis & Evaluation – Distance Learning

No sections of Chem 1406 were offered.

Changes as a Result of Evaluation – Distance Learning

No sections of Chem 1406 were offered.

Chemistry (CHEM.1406)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

No sections of Chem 1406 were offered.

Analysis & Evaluation

No sections of Chem 1406 were offered.

Changes as a Result of Evaluation

No sections of Chem 1406 were offered.

Analysis & Evaluation – Distance Learning

No sections of Chem 1406 were offered.

Changes as a Result of Evaluation – Distance Learning

No sections of Chem 1406 were offered.

Chemistry (CHEM.1406)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

No sections of Chem 1406 were offered.

Analysis & Evaluation

No sections of Chem 1406 were offered.

Changes as a Result of Evaluation

No sections of Chem 1406 were offered.

Analysis & Evaluation – Distance Learning

No sections of Chem 1406 were offered.

Changes as a Result of Evaluation – Distance Learning

No sections of Chem 1406 were offered.

Chemistry (CHEM.1407)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

Communication Skills - To include effective development, interpretation and expression of ideas through written, oral and visual communication. COM5 is applicable.

Results

Data Summary

No sections of Chem 1406 were offered.

Analysis & Evaluation

No sections of Chem 1406 were offered.

Changes as a Result of Evaluation

No sections of Chem 1406 were offered.

Analysis & Evaluation – Distance Learning

No sections of Chem 1406 were offered.

Changes as a Result of Evaluation – Distance Learning

No sections of Chem 1406 were offered.

Chemistry (CHEM.1407)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

Critical Thinking Skills - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. CT1, CT2, and CT3 are applicable.

Results

Data Summary

No sections of Chem 1406 were offered.

Analysis & Evaluation

No sections of Chem 1406 were offered.

Changes as a Result of Evaluation

No sections of Chem 1406 were offered.

Analysis & Evaluation – Distance Learning

No sections of Chem 1406 were offered.

Changes as a Result of Evaluation – Distance Learning

No sections of Chem 1406 were offered.

Chemistry (CHEM.1407)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

No sections of Chem 1406 were offered.

Analysis & Evaluation

No sections of Chem 1406 were offered.

Changes as a Result of Evaluation

No sections of Chem 1406 were offered.

Analysis & Evaluation – Distance Learning

No sections of Chem 1406 were offered.

Changes as a Result of Evaluation – Distance Learning

No sections of Chem 1406 were offered.

Chemistry (CHEM.1407)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

No sections of Chem 1406 were offered.

Analysis & Evaluation

No sections of Chem 1406 were offered.

Changes as a Result of Evaluation

No sections of Chem 1406 were offered.

Analysis & Evaluation – Distance Learning

No sections of Chem 1406 were offered.

Changes as a Result of Evaluation – Distance Learning

No sections of Chem 1406 were offered.

Chemistry (CHEM.1411)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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.

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

Communication Skills - To include effective development, interpretation and expression of ideas through written, oral and visual communication. COM5 is applicable.

Results

Data Summary

31 students, from 3 sections of Chem 1411, representing 1 campus of TVCC and one high school where TVCC faculty teach Chem 1411, were assessed. 97% of assessed students were successful.

Analysis & Evaluation

Since the goal was to have at least 60% of assessed students rated as successful, the goal was far exceeded. However, the sample was not comprehensive enough since 5 sections went unreported by faculty.

Changes as a Result of Evaluation

Chemistry faculty will choose a different lab experiment and report for assessing this leap next year. They may also increase the benchmark for individual student success and/or the percent goal for students who will be successful. Sections representing all campuses and all internet sections will be reported next year.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 60% of assessed students rated as successful, the goal was far exceeded. However, the sample was not comprehensive enough since 5 sections (including the 2 internet sections) went unreported by faculty.

Changes as a Result of Evaluation – Distance Learning

Chemistry faculty will choose a different lab experiment and report for assessing this leap next year. They may also increase the benchmark for individual student success and/or the percent goal for students who will be successful. Sections representing all campuses and all internet sections will be reported next year.

Chemistry (CHEM.1411)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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.

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

Critical Thinking Skills - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. CT1, CT2, and CT3 are applicable.

Results

Data Summary

31 students, from 3 sections of Chem 1411, representing 1 campus of TVCC and one high school where TVCC faculty teach Chem 1411, were assessed. 100% of assessed students were successful.

Analysis & Evaluation

Since the goal was to have at least 60% of assessed students rated as successful, the goal was far exceeded. However, the sample was not comprehensive enough since 5 sections went unreported by faculty

Changes as a Result of Evaluation

Chemistry faculty will choose a different lab experiment and report for assessing this leap next year. They may also increase the benchmark for individual student success and/or the percent goal for students who will be successful. Sections representing all campuses and all internet sections will be reported next year.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 60% of assessed students rated as successful, the goal was far exceeded. However, the sample was not comprehensive enough since 5 sections (including the 2 internet sections) went unreported by faculty.

Changes as a Result of Evaluation – Distance Learning

Chemistry faculty will choose a different lab experiment and report for assessing this leap next year. They may also increase the benchmark for individual student success and/or the percent goal for students who will be successful. Sections representing all campuses and all internet sections will be reported next year.

Chemistry (CHEM.1411)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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.

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

31 students, from 3 sections of Chem 1411, representing 1 campus of TVCC and one high school where TVCC faculty teach Chem 1411, were assessed. 97% of assessed students were successful.

Analysis & Evaluation

Since the goal was to have at least 60% of assessed students rated as successful, the goal was far exceeded. However, the sample was not comprehensive enough since 5 sections went unreported by faculty

Changes as a Result of Evaluation

Chemistry faculty will choose a different lab experiment and report for assessing this leap next year. They may also increase the benchmark for individual student success and/or the percent goal for students who will be successful. Sections representing all campuses and all internet sections will be reported next year

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 60% of assessed students rated as successful, the goal was far exceeded. However, the sample was not comprehensive enough since 5 sections (including the 2 internet sections) went unreported by faculty

Changes as a Result of Evaluation – Distance Learning

Chemistry faculty will choose a different lab experiment and report for assessing this leap next year. They may also increase the benchmark for individual student success and/or the percent goal for students who will be successful. Sections representing all campuses and all internet sections will be reported next year

Chemistry (CHEM.1411)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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.

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

31 students, from 3 sections of Chem 1411, representing 1 campus of TVCC and one high school where TVCC faculty teach Chem 1411, were assessed. 94% of assessed students were successful.

Analysis & Evaluation

Since the goal was to have at least 60% of assessed students rated as successful, the goal was far exceeded. However, the sample was not comprehensive enough since 5 sections went unreported by faculty.

Changes as a Result of Evaluation

Chemistry faculty will choose a different lab experiment and report for assessing this leap next year. They may also increase the benchmark for individual student success and/or the percent goal for students who will be successful. Sections representing all campuses and all internet sections will be reported next year.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 60% of assessed students rated as successful, the goal was far exceeded. However, the sample was not comprehensive enough since 5 sections (including the 2 internet sections) went unreported by faculty.

Changes as a Result of Evaluation – Distance Learning

Chemistry faculty will choose a different lab experiment and report for assessing this leap next year. They may also increase the benchmark for individual student success and/or the percent goal for students who will be successful. Sections representing all campuses and all internet sections will be reported next year.

Chemistry (CHEM.2423)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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.

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

Communication Skills - To include effective development, interpretation and expression of ideas through written, oral and visual communication. COM5 is applicable.

Results

Data Summary

8 students from the only section of Chem 2423 offered at TVCC were assessed. 88% were successful in communication.

Analysis & Evaluation

Since the goal was to have at least 60% of assessed students rated as successful, the goal was exceeded.

Changes as a Result of Evaluation

Chemistry faculty will select a different lab experiment and report to assess next year. They may also raise the benchmark for success and/or the goal percent for student success.

Analysis & Evaluation – Distance Learning

No distance learning section of Chem 2423 was offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning section of Chem 2423 are planned for next year.

Chemistry (CHEM.2423)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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.

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

Critical Thinking Skills - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. CT1, CT2, and CT3 are applicable.

Results

Data Summary

8 students from the only section of Chem 2423 offered by TVCC were assessed. 63% were successful.

Analysis & Evaluation

Since the goal was to have 60% of assessed students rated as successful, the goal was met. The number of students enrolled in this advanced class is small, but having 3 of 8 assessed students fail to meet the benchmark for critical thinking is disappointing.

Changes as a Result of Evaluation

Increased emphasis will be placed on critical thinking skills in Organic Chemistry - including selecting correct methods for synthesizing and identifying organic chemicals. Chemistry faculty will select a different lab experiment and report to assess critical thinking next year. They do not intend to lower the benchmark for individual success or the goal percent for student success.

Analysis & Evaluation – Distance Learning

No distance learning section of Chem 2423 was offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning section of Chem 2423 are planned for next year.

Chemistry (CHEM.2423)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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.

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

8 students from the only section of Chem 2423 offered by TVCC were assessed for empirical and quantitative reasoning. 88% were successful.

Analysis & Evaluation

Since the goal was to have at least 60% of assessed student rated successful, the goal was exceeded.

Changes as a Result of Evaluation

Chemistry faculty will change the lab experiment and report to be assessed next year. They may also set a higher benchmark for success and/or raise the goal percent for success.

Analysis & Evaluation – Distance Learning

No distance learning section of Chem 2423 was offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning section of Chem 2423 are planned for next year.

Chemistry (CHEM.2423)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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.

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

8 students from the only section of Chem 2423 offered at TVCC, were assessed. 88% were successful.

Analysis & Evaluation

Since the goal was to have at least 60% of assessed students rated successful, the goal was exceeded.

Changes as a Result of Evaluation

Chemistry faculty will change the lab experiment and report to be assessed next year. They may also set a higher benchmark for success and/or raise the goal percent for success.

Analysis & Evaluation – Distance Learning

No distance learning section of Chem 2423 was offered.

Changes as a Result of Evaluation – Distance Learning

No distance learning section of Chem 2423 are planned for next year.

Developmental Integrated Reading and Writing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will learn the elements of good paragraph formation and will effectively structure a multi-paragraph essay for a specific purpose and audience.

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

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?

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?

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

Developmental students will be engaged in appropriate writing techniques that will demonstrate clear and effective expression through formal writing.

Relationship to 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 practice.

Results

Data Summary

In face to face classes, out of 111 students, 94 were assessed. 71 were marked as successful. In online classes, out of 34 students, 17 were assessed. 16 of these were marked as successful. Students will learn the elements of good paragraph formation, and will effectively structure a multi-paragraph essay for a specific purpose and audience.

LEAP	Faculty Name	Course	section number	delivery	enrolled	assessed	Successful	unsuccessful	passed TSI	Withdrawn	no data
	Glenna Russell	INRW 0310	1172	lecture	9	9	6	3		0	9
	Glenna Russell	INRW 0320	3050	lecture	27	27	23	4		0	27
	Kristi Cornelius	INRW 0320	0.12	in class	18	18	10	8			18
	Angela Woodard	INRW 0310	3547	lecture	1	1	1				1
	Angela Woodard	INRW 0310	3546	lecture	1	1	1				1
	Angela Woodard	INRW 0320	3548	lecture	9	9	4	5			9
	Angela Woodard	INRW 0320	3549	lecture	6	6	4	2			6
	Angie Gordon	INRW 0320	0.03	Face to Face	13	11	6	5	0	2	13
	Angie Gordon	INRW 0320	0.03	Face to Face	20	15	14	1	0	5	20
	Angie Gordon	INRW 0320	0.14	TDCJ	3	2	2	0	0	1	3
	Angie Gordon	INRW 0320	0.15	TDCJ	4	2	2	0	1	1	4
Totals:					111	101	73	28		1	9
						91%	72%	28%	0%	1%	8%

Analysis & Evaluation

The faculty feels that our students had a very good understanding of this task. Measuring the successes from the final exam was a new method for us, but seemed to be very successful.

Changes as a Result of Evaluation

The students were very successful on this task, we feel that the only change needed will be to make a more uniform measure. Individual final exams varied widely in the type of content that was used to measure this goal.

Analysis & Evaluation – Distance Learning

These students had a higher success rate than face to face classes. We feel that the much of this was due to the fact that the data was coming from only one instructor, coupled with the fact that most of these students were non tradition returning adult students

Changes as a Result of Evaluation – Distance Learning

We would like to see more faculty teaching these course, but overall are very satisfied with our results.

Developmental Integrated Reading and Writing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will be able to recognize the major and minor details in a paragraph or longer passage

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 around locating the main ideas in paragraphs and longer materials. A pre test will be given during the first week of classes. Results will be handed to each student so they can see where they are weak in reading skills.

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.

Criterion (Expected Outcome)

At least 60% of the students will be able to recognize the supporting details in a paragraph or longer passage.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

Enhancing reading comprehension through engagement. Students will interact in the teacher and other students during class sessions when problem solving tasks arise, such as finding the supporting details. They will at times work in groups on classwork. They will read aloud in class to the entire class. In this manner they are engaged with the teacher as well as the other students

Relationship to General Education Outcomes

To improve reading skills focused on comprehending, analyzing, interpreting, and evaluating printed materials.

Results

Data Summary

In face to face classes, out of 111 students, 101 were assessed. 73 were marked as successful. In online classes, out of 34 students, 23 were assessed. 15 of these were marked as successful. Students will be able to recognize the major and minor details in a paragraph or longer passage.

LEAP	Faculty Name	Course	section number	delivery	enrolled	assessed	Successful	unsuccessful	passed TSI	Withdrawn	no data
	Glenna Russell	INRW 0310	1172.00	lecture	9	9	6	3		0	9
	Glenna Russell	INRW 0320	3050.00	lecture	27	27	23	4		0	27
	Kristi Cornelius	INRW.0320	0.12	in class	18	18	10	8			18
	Angela Woodard	INRW 0310	3547.00	lecture	1	1	1				1
	Angela Woodard	INRW 0310	3546.00	lecture	1	1	1				1
	Angela Woodard	INRW 0320	3548.00	lecture	9	9	4	5			9
	Angela Woodard	INRW 0320	3549.00	lecture	6	6	4	2			6
	Angie Gordon	INRW 0320	0.03	Face to Face	13	11	6	5	0	2	13
	Angie Gordon	INRW 0320	0.03	Face to Face	20	15	14	1	0	5	20
	Angie Gordon	INRW 0320	0.14	TDCJ	3	2	2	0	0	1	3
	Angie Gordon	INRW 0320	0.15	TDCJ	4	2	2	0	1	1	4

Totals: 111 101 73 28 0% 1 9 111
91% 72% 28% 0% 1% 8%

LEAP:	Faculty Name:	Course:	section number	delivery:	enrolled:	assessed:	Successful:	unsuccessful:	passed TSI	Withdrawn:	no data:
	Glenna Russell	INRW 0310	3193.00	online	8	7	2	5		1	8
	Glenna Russell	INRW 0320	3062.00	online	20	16	13	3		0	20
	Angie Gordon	INRW 0320	0.31	Online	6	0	0	0		0	6

Totals: 34 23 15 8 0 1 10 34
68% 65% 35% 0% 3% 29%

Analysis & Evaluation

The faculty feels that our students had a very good understanding of this task. Measuring the successes from the final exam was a new method for us, but seemed to be very successful.

Changes as a Result of Evaluation

The students were very successful on this task, we feel that the only change needed will be to make a more uniform measure. Individual final exams varied widely in the type of content that was used to measure this goal.

Analysis & Evaluation – Distance Learning

These students had a lower success rate than face to face classes. We feel that the much of this was due to the fact that the data was coming from only one instructor, coupled with the fact that most of these students were non tradition returning adult students.

Changes as a Result of Evaluation – Distance Learning

We would like to see more faculty teaching these course, but overall are very satisfied with our results.

Developmental Integrated Reading and Writing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will demonstrate that they can find the main idea in a paragraph or longer passage.

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 around locating the main ideas in paragraphs and longer materials. A pre test will be given during the first week of classes. Results will be handed to each student so they can see where they are weak in reading skills.

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.

Criterion (Expected Outcome)

At least 60% of all the reading students will improve scores on the post test when compared to the pretest.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

Enhancing reading comprehension through engagement. Students will interact in the teacher and other students during class sessions when problem solving tasks arise, such as finding the main idea. They will at times work in groups on classwork. They will read aloud in class to the entire class. In this manner they are engaged with the teacher as well as the other students.

Relationship to General Education Outcomes

Reading comprehension is the foundation for all subsequent courses.

Results

Data Summary

This outcome was omitted because of the Integration of Reading and Writing course.

Analysis & Evaluation

This outcome was omitted because of the Integration of Reading and Writing course.

Changes as a Result of Evaluation

This outcome was omitted because of the Integration of Reading and Writing course.

Analysis & Evaluation – Distance Learning

This outcome was omitted because of the Integration of Reading and Writing course.

Changes as a Result of Evaluation – Distance Learning

This outcome was omitted because of the Integration of Reading and Writing course.

Developmental Integrated Reading and Writing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Reading students will demonstrate that they can find the main idea in a paragraph or longer passage.

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 around locating the main ideas in paragraphs and longer materials. A pre test will be given during the first week of classes. Results will be handed to each student so they can see where they are weak in reading skills.

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.

Criterion (Expected Outcome)

At least 60% of all the reading students will improve scores on the post test when compared to the pretest.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

Enhancing reading comprehension through engagement. Students will interact in the teacher and other students during class sessions when problem solving tasks arise, such as finding the main idea. They will at times work in groups on classwork. They will read aloud in class to the entire class. In this manner they are engaged with the teacher as well as the other students.

Relationship to General Education Outcomes

Reading comprehension is the foundation for all subsequent courses.

Results

Data Summary

Of the 111 students in these courses, 100 were assessed. Of these, 72% were successful, meaning that we met the goal. Students will be able to recognize the major and minor details in a paragraph or longer passage.

LEAP	Faculty Name	Course	section number	delivery	enrolled	assessed	Successful	unsuccessful	passed TSI	Withdrawn	no data	
	Glenna Russell	INRW 0310	1172	lecture	9	9	6	3		0	9	
	Glenna Russell	INRW 0320	3050	lecture	27	27	23	4		0	27	
	Kristi Cornelius	INRW.0320	0.12	in class	18	18	10	8			18	
	Angela Woodard	INRW 0310	3547	lecture	1	1	1				1	
	Angela Woodard	INRW 0310	3546	lecture	1	1	1				1	
	Angela Woodard	INRW 0320	3548	lecture	9	9	4	5			9	
	Angela Woodard	INRW 0320	3549	lecture	6	6	4	2			6	
	Angie Gordon	INRW 0320	0.03	Face to Face	13	11	6	5		0	2	13
	Angie Gordon	INRW 0320	0.03	Face to Face	20	15	14	1		0	5	20
	Angie Gordon	INRW 0320	0.14	TDCJ	3	2	2	0		0	1	3
	Angie Gordon	INRW 0320	0.15	TDCJ	4	2	2	0		1	1	4
Totals:					111	101	73	28		1	9	111
						91%	72%	28%	0%	1%	8%	

Analysis & Evaluation

With a 72% success rate, we more than met our goal. We feel that the method of assessment can be enhanced however by using a more streamlined and consistent document. Individual final exams vary too much.

Changes as a Result of Evaluation

The students were very successful on this task, we feel that the only change needed will be to make a more uniform measure. Individual final exams varied widely in the type of content that was used to measure this goal.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

We would like to see more faculty teaching these course, but overall are very satisfied with our results.

Developmental Integrated Reading and Writing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will be able to recognize the major and minor details in a paragraph or longer passage

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 around locating the main ideas in paragraphs and longer materials. A pre test will be given during the first week of classes. Results will be handed to each student so they can see where they are weak in reading skills.

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.

Criterion (Expected Outcome)

At least 60% of the students will be able to recognize the supporting details in a paragraph or longer passage.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

Enhancing reading comprehension through engagement. Students will interact in the teacher and other students during class sessions when problem solving tasks arise, such as finding the supporting details. They will at times work in groups on classwork. They will read aloud in class to the entire class. In this manner they are engaged with the teacher as well as the other students

Relationship to General Education Outcomes

To improve reading skills focused on comprehending, analyzing, interpreting, and evaluating printed materials.

Results

Data Summary

This outcome was omitted because of the Integration of Reading and Writing course

Analysis & Evaluation

This outcome was omitted because of the Integration of Reading and Writing course

Changes as a Result of Evaluation

This outcome was omitted because of the Integration of Reading and Writing course

Analysis & Evaluation – Distance Learning

This outcome was omitted because of the Integration of Reading and Writing course

Changes as a Result of Evaluation – Distance Learning

This outcome was omitted because of the Integration of Reading and Writing course

Developmental Integrated Reading and Writing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Reading students will improve their overall comprehension scores in all areas of the six skills taught during this semester.

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 around locating the main ideas in paragraphs and longer materials. A pre test will be given during the first week of classes. Results will be handed to each student so they can see where they are weak in reading skills

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

Criterion (Expected Outcome)

70% of the reading students will improve their overall reading comprehension

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

Enhancing reading comprehension through engagement. Students will interact in the teacher and other students during class sessions when problem solving tasks arise, such as finding the main idea. They will at times work in groups on classwork. They will read aloud in class to the entire class. In this manner they are engaged with the teacher as well as the other students.

Relationship to General Education Outcomes

To improve reading skills focused on comprehending, analyzing, interpreting, and evaluating printed materials

Results

Data Summary

This outcome was omitted because of the Integration of Reading and Writing course

Analysis & Evaluation

This outcome was omitted because of the Integration of Reading and Writing course

Changes as a Result of Evaluation

This outcome was omitted because of the Integration of Reading and Writing course

Analysis & Evaluation – Distance Learning

This outcome was omitted because of the Integration of Reading and Writing course

Changes as a Result of Evaluation – Distance Learning

This outcome was omitted because of the Integration of Reading and Writing course

Developmental Integrated Reading and Writing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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.

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, students portfolios, newspaper articles, and THEA practice material. Students will incorporate these ideas through essay writing and receive weekly feedback from the instructor before the next essay is composed.

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 post test and receive a score of three or better (1-4) on the Competency Exam administered to all students of Developmental 03.00 and 0301 at the completion of the course. The score is determined by holistic grading using the writing rubric (see below)

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?

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

Developmental students will be engaged in appropriate writing techniques that will demonstrate clear and effective expression through formal writing. Students will choose teacher generated topics to formulate essays

Relationship to 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.

Results

Data Summary

This outcome was omitted because of the Integration of Reading and Writing course

Analysis & Evaluation

This outcome was omitted because of the Integration of Reading and Writing course

Changes as a Result of Evaluation

This outcome was omitted because of the Integration of Reading and Writing course

Analysis & Evaluation – Distance Learning

This outcome was omitted because of the Integration of Reading and Writing course

Changes as a Result of Evaluation – Distance Learning

This outcome was omitted because of the Integration of Reading and Writing course

Developmental Integrated Reading and Writing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

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

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).

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).

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 writers voice and tone consistently sustain the readers 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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

Developmental students will be engaged in appropriate writing techniques that will demonstrate clear and effective expression through formal writing.

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.

Results

Data Summary

This outcome was omitted because of the Integration of Reading and Writing course

Analysis & Evaluation

This outcome was omitted because of the Integration of Reading and Writing course

Changes as a Result of Evaluation

This outcome was omitted because of the Integration of Reading and Writing course

Analysis & Evaluation – Distance Learning

This outcome was omitted because of the Integration of Reading and Writing course

Changes as a Result of Evaluation – Distance Learning

This outcome was omitted because of the Integration of Reading and Writing course

Developmental Integrated Reading and Writing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

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.

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

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?

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?

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

Developmental students will be engaged in appropriate writing techniques that will demonstrate clear and effective expression through formal writing.

Relationship to 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

Results

Data Summary

This outcome was omitted because of the Integration of Reading and Writing course

Analysis & Evaluation

This outcome was omitted because of the Integration of Reading and Writing course

Changes as a Result of Evaluation

This outcome was omitted because of the Integration of Reading and Writing course

Analysis & Evaluation – Distance Learning

This outcome was omitted because of the Integration of Reading and Writing course

Changes as a Result of Evaluation – Distance Learning

This outcome was omitted because of the Integration of Reading and Writing course

Developmental Integrated Reading and Writing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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.

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, students portfolios, newspaper articles, and THEA practice material. Students will incorporate these ideas through essay writing and receive weekly feedback from the instructor before the next essay is composed.

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 post test and receive a score of three or better (1-4) on the Competency Exam administered to all students of Developmental 03.00 and 0301 at the completion of the course. The score is determined by holistic grading using the writing rubric (see below)

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?

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

Developmental students will be engaged in appropriate writing techniques that will demonstrate clear and effective expression through formal writing. Students will choose teacher generated topics to formulate essays

Relationship to 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.

Results

Data Summary

This outcome was omitted because of the Integration of Reading and Writing courses.

Analysis & Evaluation

This outcome was omitted because of the Integration of Reading and Writing courses.

Changes as a Result of Evaluation

This outcome was omitted because of the Integration of Reading and Writing courses.

Analysis & Evaluation – Distance Learning

This outcome was omitted because of the Integration of Reading and Writing course.

Changes as a Result of Evaluation – Distance Learning

This outcome was omitted because of the Integration of Reading and Writing course.

Developmental Integrated Reading and Writing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Reading students will improve their overall comprehension scores in all areas of the six skills taught during this semester.

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 around locating the main ideas in paragraphs and longer materials. A pre test will be given during the first week of classes. Results will be handed to each student so they can see where they are weak in reading skills

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

Criterion (Expected Outcome)

70% of the reading students will improve their overall reading comprehension.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

Enhancing reading comprehension through engagement. Students will interact in the teacher and other students during class sessions when problem solving tasks arise, such as finding the main idea. They will at times work in groups on classwork. They will read aloud in class to the entire class. In this manner they are engaged with the teacher as well as the other students.

Relationship to General Education Outcomes

To improve reading skills focused on comprehending, analyzing, interpreting, and evaluating printed materials

Results

Data Summary

This outcome was omitted because of the Integration of Reading and Writing courses.

Analysis & Evaluation

This outcome was omitted because of the Integration of Reading and Writing courses.

Changes as a Result of Evaluation

This outcome was omitted because of the Integration of Reading and Writing courses.

Analysis & Evaluation – Distance Learning

This outcome was omitted because of the Integration of Reading and Writing courses.

Changes as a Result of Evaluation – Distance Learning

This outcome was omitted because of the Integration of Reading and Writing courses.

Developmental Math

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Developmental Math 2 (Devl 0309) students will demonstrate their ability to successfully solve linear equations.

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.

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.

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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Linear equations are basic to all other algebra skills and many other science and mathematics skills. Students will be able to engage in many other topics if they learn this basic skill.

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.

Results

Data Summary

In face to face classes, out of 379 students, 136 were assessed. 85 were marked as successful. In online classes, out of 77 students, 14 were assessed. 9 of these were marked as successful. Both of these fell below our goal of 70%.

LEAP: Faculty Name: Course: section number delivery: enrolled: assessed: Successful: unsuccessful: passed TSI Withdrawn: no data: F for non-attendance

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.

												sum of row:	
	Stelian Munteanu	0309	1755	face to face	25	3	1	2	0	0	8	14	25
	Stelian Munteanu	0309	0276	face to face	23	6	5	1		2	6	9	23
	Nancy Long	0309	1427	TDC	32	16	8	8			16		32
	Russell Self	0309	2136	TDC	27	14	8	6			13		27
	Russell Self	0309	3510	TDC	27	14	12	2		4	9		27
	Russell Self	0309	3446	TDC	29	12	8	4		7	10		29
SP 16	Susan Harder	Devl 0309	1187	TTH 10:50	23	7	3	4	0	1	12	3	23
SP 16	Susan Harder	Devl 0309	1189	W 6:00	27	9	5	4	1	3	11	3	27
SP 16	Susan Harder	Devl 0309	3016	TTH 8:00	21	5	2	3	0	0	5	11	21
SP 16	Jan Bedford	Devl 0309	3324	MW 10:50	27	15	11	4	0	2	5	5	27
	Betty Woodard	0309-3774			21	8	5	3		2	11		21
	Aida Allen	Math 0309	0.3616	FTF	24	12	8	4	0	0	2	10	24
	Jenny Cooper	DEVL 0309	0.0268	face to face	26	9	6	3	0	0	12	5	26
	David Peddy	B. Alg 0309	270	F-F	25	6	3	3	0	1	14	4	25
	David Peddy	B. Alg 0309	2756	F-F	22	0	0	0	0	0	19	3	22
Totals:					379	136	85	51	1	22	153	67	379
						36%	63%	38%	0%	6%	40%	18%	100%
SP 16	Jennifer King	Devl 0309	3002	online	27	6	4	2	0	0	8	13	27
SP 16	Jennifer King	Devl 0309	3810	online	26	4	2	2	0	3	5	14	26
	Jenny Cooper	DEVL 0309	0.3464	online	24	4	3	1	0	0	12	8	24
Totals:					77	14	9	5	0	3	25	35	77
						18%	64%	36%	0%	4%	32%	45%	100%

Analysis & Evaluation

We feel that we need to prepare our students more for this task. We also have been working to more clearly define what should be used in the assessment. For example, some instructors used all of the linear equations, including applications, while others used only those without applications. A revised final exam should help in this.

Changes as a Result of Evaluation

We feel that we need to be more clear in our expectations in class, perhaps giving more instruction and time to this topic.

Analysis & Evaluation – Distance Learning

Distance students were successful at the same rate as face to face, 63%. While this fell below our goal, we were pleased to see these usually low performing classes increase.

Changes as a Result of Evaluation – Distance Learning

We feel that we need to be more clear in our expectations in class, perhaps giving more instruction and time to this topic.

Developmental Math

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X	X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Intermediate Algebra (Devl 0310) students will demonstrate their ability to solve quadratic equations by factoring methods.

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.

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.

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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

In order for students to be able to be engaged in many science and mathematics topics in credit classes, students must learn to be successful on this topic

Relationship to General Education Outcomes

GENERAL ED - 5.3--To understand mathematical information and utilize mathematical skills. This is a basic mathematical skill.

Results

Data Summary

In face to face classes, out of 242 students, 107 were assessed. 89 were marked as successful. In online classes, out of 50 students, 11 were assessed. 5 of these were marked as successful. Overall we met our goal of 70%, but this was because the face to face numbers were so high.

Faculty Name:	Course:	section number	delivery:	enrolled:	assessed:	Successful:	unsuccessful:	passed TSI	Withdrawn:	no data:	F for non-attendance	
Stelian Munteanu	0310	0280	face to face	24	12	7	5		1	8	3	24
Stelian Munteanu	0310	1489	long distance	8	6	6				2		8
Russell Self	0310	3403	TDC	22	8	8			5	9		22
Russell Self	0310	0278	face to face	24	5	5				9	10	24
Susan Harder	Devl 0310	1190	TTH 9:25	14	8	6	2	0	0	3	3	14
Jennifer King	Devl 0310	2018	W 6:00	21	11	10	1	0	2	7	1	21
Jennifer King	Devl 0310	3013	MW 9:25	24	12	10	2	0	2	9	1	24
Jennifer King	Devl 0310	3327	MW 10:50	21	15	15	0	0	0	3	3	21
Jan Bedford	Devl 0310	3638	TTH 12:15	15	8	7	1	2	0	3	2	15
Jan Bedford	Devl 0310	3020	TTH 10:50	14	7	6	1	0	1	4	2	14
David Peddy	I. Alg 0310	1901	F-F	25	6	5	1	0	1	14	4	25
David Peddy	I. Alg 0310	284	F-F	15	3	2	1	0	0	10	2	15
Jason A. Zaklan	DEV 0310	29888	f2f	15	6	2	4	0	0	9	0	15
				242	107	89	18	2	12	90	31	242
					44%	83%	17%	1%	5%	37%	13%	100%
Kristin Spizzirri	Devl 0310	2311	online	25	10	5	5	0	2	5	8	25
Lisa Clark	DEVL 0310	0.3466	Online	25	1	0	1	1	1	17	5	25
				50	11	5	6	1	3	22	13	50
						45%	55%	2%	6%	44%	26%	1.78
				292	118	94	24	3	15	112	44	292
					40%	80%	20%	1%	5%	38%	15%	100%

Analysis & Evaluation

We were very happy about our results in this crucial topic. No student can move forward into College Algebra without performing this skill. We were less delighted about distance, but are examining ways to close this gap.

Changes as a Result of Evaluation

We will continue to stress factoring as a critical skill, which leads to much improved success rates.

Analysis & Evaluation – Distance Learning

Our evaluation clearly shows some gaps in our coverage of this area. We will need to explore ways in which we can stress the importance of this topic to these students.

Changes as a Result of Evaluation – Distance Learning

We will continue to stress factoring as a critical skill, which leads to much improved success rates. We feel that the emphasis has been lost because of the student/faculty interaction. Or lack thereof.

Developmental Math

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X	X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Intermediate Algebra (Devl 0310) students will demonstrate their ability to solve quadratic equations by factoring methods.

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.

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.

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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

In order for students to be able to be engaged in many science and mathematics topics in credit classes, students must learn to be successful on this topic.

Relationship to General Education Outcomes

To understand mathematical information and utilize mathematical skills. This is a basic mathematical skill.

Results

Data Summary

This was an error-repeated outcome from number two.

Analysis & Evaluation

This was an error-repeated outcome from number two.

Changes as a Result of Evaluation

This was an error-repeated outcome from number two.

Analysis & Evaluation – Distance Learning

This was an error-repeated outcome from number two.

Changes as a Result of Evaluation – Distance Learning

This was an error-repeated outcome from number two.

Drama (DRAM.1310)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X		X
Technology	Life and Physical Science	Reading Comprehension			

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 an understanding of the collaborative process to achieve a common goal, and justify their thoughts and opinions on a performance using specific examples to illustrate their points and defend their arguments.

Implementation 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.

Assessment Method

Assessment methods include three basic tools: 1) observation of performances; 2) presentation of a performance; and 3) standardized testing. The following items will be utilized to assess students' success:1) Two performance critiques2) Class attendance and participation3) Midterm and final examsThe performance critique will be used to assess critical thinking, social responsibility, and communication. Critical thinking skills are needed to critically analyze the performance and provide bases for their opinions, it would be a fulfillment of a social responsibility to participate in a social event such as attending a public performance of some kind and participate as an effective audience member, and the written critique would provide assessment of communication skills. Additionally, working on an assignment in class as a group would enable an assessment to be conducted of their ability to perform effectively as a member of a group to achieve a specific purpose.

Criterion (Expected Outcome)

Ninety percent of students who complete the course will attend at least one theatrical performance, 70% of those who submit an analysis will score at least 75% of the possible points on a rubric that assesses the quality of their analysis and support for their opinions, and 75% of those who submit an analysis will score at least 75% of the possible points on a rubric that assesses their communication skills, based on effective writing criteria.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

Students will be required to conduct research on their respective topics of study in order to thoroughly understand the topic and respond thoughtfully. This research will require them to read various types of materials that are written for various audiences and purposes. Additionally, faculty hopes that facilitating students' participation in an activity outside of the scope of the traditional classroom setting will motivate students to respond positively to the learning experience and be engaged to pursue other similar experiences.

Relationship to General Education Outcomes

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.
Communication: Students will be expected to effectively development, interpret, and express their ideas through written communication in their critique.
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.
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.

Results

Data Summary

Students enrolled in DRAM 1310, face-to-face sections, who submitted a performance critique revealed their success in mastering acceptable performance in communication, critical thinking and teamwork, with 98%, 98%, and 86%, respectively, reaching the goal. Only 68% of the students attained an acceptable mastery of social responsibility, however, as they worked in class on a group assignment. In the distance sections, students actually performed at a high rate as well, with 100% attaining the social responsibility expectation, 89% applying communication skills, 93% revealing critical thinking skills, and 96% participating effectively in teamwork.

Analysis & Evaluation

The activities and expectations outlined in the critique appears to engage students and enable them to apply the communication, critical thinking and teamwork instruction. There is some work to be done on the teamwork aspect of the outcome in the face-to-face sections.

Changes as a Result of Evaluation

In both the face-to-face and distance courses, the instructors expressed a desire to develop more specific outlines to enable students to better understand the specific criteria that are expected.

Analysis & Evaluation – Distance Learning

The distance students performed better than expected, and the results are satisfying. This has come, though, through many semesters of trial and error in making the course intuitive, informative, and clear.

Changes as a Result of Evaluation – Distance Learning

In both the face-to-face and distance courses, the instructors expressed a desire to develop more specific outlines to enable students to better understand the specific criteria that are expected.

Drama (DRAM.2366)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will be able to define criteria for judging a film's effectiveness.

Implementation 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.

Assessment 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.

Criterion (Expected Outcome)

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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

Overall, students enrolled in DRAM 2366 were less successful in mastering the critical thinking outcome, but, overall, performed satisfactorily. Eighty-three percent of face-to-face students and 85% of distance learning students met the criteria for mastery.

Analysis & Evaluation

Critical thinking skills are sometimes difficult for students to incorporate in an effective way, so it is not surprising that this skill saw a bit lower rate of mastery.

Changes as a Result of Evaluation

The instructor will create a list of vocabulary to be shared and discussed at the start of each chapter in order to clarify the way critical thinking skills should be applied in each topic covered in the course and in each assignment, particularly the analyses of films.

Analysis & Evaluation – Distance Learning

Critical thinking skills are sometimes difficult for students to incorporate in an effective way, so it is not surprising that this skill saw a bit lower rate of mastery.

Changes as a Result of Evaluation – Distance Learning

The instructor will create a list of vocabulary to be shared and discussed at the start of each chapter in order to clarify the way critical thinking skills should be applied in each topic covered in the course and in each assignment, particularly the analyses of films.

Drama (DRAM.2366)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will be able to demonstrate teamwork strategies and effective team participation.

Implementation Strategy

Through class discussion, individual research, and group viewings of relevant films, students will explore the contributions of contemporary filmmakers to the film industry.

Assessment Method

Students will work in groups of two to four and will conduct a social/comparative analysis of a film director's work.

Criterion (Expected Outcome)

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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

Teamwork- Students must be able to consider different points of view and perspectives 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 performance.

Results

Data Summary

Both face-to-face and distance learning students were successful in meeting the requirements of effective teamwork; 90% of face-to-face students and 93% of distance learning students met the criteria of effective participation

Analysis & Evaluation

Students were, apparently, engaged with the assignment to conduct a comparative analysis of a film director, and they collaborated effectively to complete the assignment as directed.

Changes as a Result of Evaluation

The instructor will devote more class time for the teamwork assignment.

Analysis & Evaluation – Distance Learning

Students were, apparently, engaged with the assignment to conduct a comparative analysis of a film director, and they collaborated effectively to complete the assignment as directed. The instructor provided an adequate outline of expectations, and the distance learning students participated at high numbers.

Changes as a Result of Evaluation – Distance Learning

The instructor will perform the selection of groups earlier in the semester to allow more time for them to complete the teamwork assignment.

Drama (DRAM.2366)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
			X		
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will be able to define the major social, cultural, technological, and economic considerations in the development of the film medium.

Implementation 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.

Assessment Method

Students' critiques of films will be assessed using a rubric.

Criterion (Expected Outcome)

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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

Social responsibility: Students will be required to describe societal and cultural shifts, technical innovation, and economic considerations of a film.

Results

Data Summary

Students in DRAM 2366 were able to successfully define major social, cultural, technological, and economic considerations in the development of film; 93% of face-to-face students and 89% of distance learning students met the criteria for mastery for this outcome.

Analysis & Evaluation

The instructor was successful in describing the importance of the various elements involved in the development of a film, and students were able to define and describe these elements with sufficient understanding.

Changes as a Result of Evaluation

The instructor will create a worksheet of topics to be discussed for each film in order to model what should be included in the critique. This will enhance understanding and reduce confusion for students.

Analysis & Evaluation – Distance Learning

The instructor was successful in describing the importance of the various elements involved in the development of a film, and students were able to define and describe these elements with sufficient understanding.

Changes as a Result of Evaluation – Distance Learning

The instructor will create a worksheet of topics to be discussed for each film in order to model what should be included in the critique. This will enhance understanding and reduce confusion for students.

Drama (DRAM.2366)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will be able to describe the film industry as an art form and a creative expression

Implementation 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.

Assessment 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

Criterion (Expected Outcome)

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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading Only

Students will be required to conduct research on their respective topics of study in order to thoroughly understand the topic and respond thoughtfully. This research will require them to read various types of materials that are written for various audiences and purposes.

Relationship to General Education Outcomes

Results

Data Summary

Students enrolled in DRAM 2366, in completing a written critique, revealed a high level of success. Ninety percent of students in the face-to-face section achieved the points necessary to deem them successful with this outcome; 81% of students in the distance learning section were successful.

Analysis & Evaluation

There are limited offerings of DRAM 2366 (two face-to-face sections and one distance learning section), so few students are represented. However, overall, students were successful in all outcomes

Changes as a Result of Evaluation

The instructor wants to develop a structured outline of topics to be covered by the assignment in order to clarify his expectations.

Analysis & Evaluation – Distance Learning

There are limited offerings of DRAM 2366 (two face-to-face sections and one distance learning section), so few students are represented. However, overall, students were successful in all outcomes. This was particularly so for the distance learning students. The instructor has worked to develop a course that is engaging and informative for these students.

Changes as a Result of Evaluation – Distance Learning

The instructor wants to develop a structured outline of topics to be covered by the assignment in order to clarify his expectations.

Education

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X			X	X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will know what is meant by differentiated instruction and how it is to be implemented.

Implementation 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.

Assessment Method

Assessment will be determined by a specifically developed examination to be given after the presentation of material covering the desired outcome.

Criterion (Expected Outcome)

70% of the students assessed will show mastery of 60% of the examination.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

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

Relationship to General Education Outcomes

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. Through assignments and homework, students will develop personal study habits that will enable them to be more responsible in their daily interactions.

Results

Data Summary

Analysis & Evaluation

10 students enrolled / 9 students tested A - 8 B - 1 C - 0 D - 0 F - 0** 10 students tested or 100 % made 60 or above-3 out of 5 questions answered correctly. *** 0 students tested or 0 % failed.

Changes as a Result of Evaluation

None

Analysis & Evaluation – Distance Learning

8 students enrolled / 6 students tested A - 0 B - 4 C - 0 D - 2 F - 0** 6 students tested or 100 % made 60 or above-3 out of 5 questions answered correctly. *** 0 students tested or 0 % failed.

Changes as a Result of Evaluation – Distance Learning

None

Education

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X				X	X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will be able to identify the characteristics of students with ADHD, determine the types and prevalence of each.

Implementation 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.

Assessment Method

Assessment will be determined by a specifically developed examination to be given after the presentation of material covering the desired outcome.

Criterion (Expected Outcome)

70% of the students assessed will show mastery of 60% of the examination.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

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

Relationship to General Education Outcomes

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. Through assignments and homework, students will develop personal study habits that will enable them to be more responsible in their daily interactions.

Results

Data Summary

Analysis & Evaluation

10 students enrolled / 9 students tested A - 6 B - 2 C - 0 D - 1 F - 0** 9 students tested or 100 % made 60 or above-3 out of 5 questions answered correctly. *** 0 students tested or 0 % failed.

Changes as a Result of Evaluation

None

Analysis & Evaluation – Distance Learning

8 students enrolled / 7 students tested A - 1 B - 3 C - 0 D - 3 F - 0** 7 students tested or 100 % made 60 or above-3 out of 5 questions answered correctly. *** 0 students tested or 0 % failed.

Changes as a Result of Evaluation – Distance Learning

None

Education

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X				X	X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will learn how graphic organizers enhance teaching and learning.

Implementation 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.

Assessment Method

Assessment will be determined by a specifically developed examination to be given after the presentation of material covering the desired outcome.

Criterion (Expected Outcome)

70% of the students assessed will show mastery of 60% of the examination.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

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

Relationship to General Education Outcomes

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. Through assignments and homework, students will develop personal study habits that will enable them to be more responsible in their daily interactions.

Results

Data Summary

Analysis & Evaluation

10 students enrolled / 9 students tested A - 8 B - 1 C - 0 D - 0 F - 0** 9 students tested or 100 % made 60 or above-3 out of 5 questions answered correctly. *** 0 students tested or 0 % failed.

Changes as a Result of Evaluation

None

Analysis & Evaluation – Distance Learning

8 students enrolled / 8 students tested A - 4 B - 1 C - 0 D - 3 F - 0** 8 students tested or 100 % made 60 or above-3 out of 5 questions answered correctly. *** 0 students tested or 0 % failed.

Changes as a Result of Evaluation – Distance Learning

None

Education

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X				X	X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will have an understanding of the RTI model including components and implementation.

Implementation 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.

Assessment Method

Assessment will be determined by a specifically developed examination to be given after the presentation of material covering the desired outcome.

Criterion (Expected Outcome)

70% of the students assessed will show mastery of 60% of the examination.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

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

Relationship to General Education Outcomes

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. Through assignments and homework, students will develop personal study habits that will enable them to be more responsible in their daily interactions.

Results

Data Summary

Analysis & Evaluation

10 students enrolled / 10 students tested A - 6 B - 3 C - 0 D - 1 F - 0** 10 students tested or 100 % made 60 or above-3 out of 5 questions answered correctly. *** 0 students tested or 0 % failed.

Changes as a Result of Evaluation

None

Analysis & Evaluation – Distance Learning

8 students enrolled / 8 students tested A - 5 B - 2 C - 0 D - 1 F - 0** 8 students tested or 100 % made 60 or above-3 out of 5 questions answered correctly. *** 0 students tested or 0% failed.

Changes as a Result of Evaluation – Distance Learning

None

English (ENGL.1301)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X			X	X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Demonstrate knowledge of individual and collaborative writing processes.

Implementation Strategy

Students will work in groups to prepare a written essay analyzing and researching an approved topic. Papers will be graded for content, logic, accuracy, structure, and mechanics. Teamwork will be evaluated for participation, synthesis of work, and sharing work. Students will self-analyze, link the class to real life, and employ research strategies to generate a written product in the form of a researched essay.

Assessment 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 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses five or more peer-reviewed sources as support of and extension of position. WP contains no more than two violations of Standard American English (SAE). Multiple drafts, including a revised draft showing integration of peer and instructor feedback, will be submitted. 3 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses three or four peer-reviewed sources as support of and extension of position. WP contains no more than four violations of Standard American English (SAE). Multiple drafts, including a revised draft showing integration of peer and instructor feedback, will be submitted. 2 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses two peer-reviewed sources as support of and extension of position. WP contains no more than six violations of Standard American English (SAE). A revised draft showing integration of peer and instructor feedback will be submitted. 1 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses one peer-reviewed source as support of and extension of position. WP contains eight or more violations of Standard American English (SAE). A single draft will be submitted. 0 - No attempt to meet 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 original, 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. 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: Attends all group meetings. Contributes an equal and substantive portion to the finished WP. Supplies at least two sources for group consideration. 3: Attends 75 percent of group meetings. Contributes an equal and substantive portion to the finished WP. Supplies at least two sources for group consideration. 2: Attends 50 percent of group meetings. Contributes a substantive portion to the finished WP. Supplies two sources for group consideration. 1: Attends 25 percent of group meetings. Contributes to the finished WP. Supplies one source for group consideration. 0: No attempt to engage team members demonstrated. 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.

Criterion (Expected Outcome)

60% of the students will demonstrate a passable level of competence in their peer-reviewed research paper.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

To increase student success, the peer-reviewed, collaborative WP fulfills Core Curriculum objectives and aligns with the specified rubric so that students will understand the assessment of the WP, resulting in increased student self-efficacy.

Relationship to General Education Outcomes

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.

Results

Data Summary

Students worked in groups to prepare a written essay analyzing and researching an approved topic. Papers were graded for content, logic, accuracy, structure, and mechanics. Teamwork was evaluated for participation, synthesis of work, and sharing work. Students self-analyzed, linking the class to real life, and employing research strategies to generate a written product in the form of a researched essay. There was a 79% success rate recorded. This included all TVCC sites and methods of delivery including distance, ITV and face to face. In order to improve, the faculty will continue to exchange strategies to meet the future English 1301 challenges. I will encourage group mentoring for teachers via email discussions in order to improve face to face and online efforts with this task.

Analysis & Evaluation

We observed various success rates due to the strategies of student engagement and the varied prompts. In the future, we plan to work with a sharing of creative strategies via email forum. If someone has a new approach, they will be encouraged to share with all English faculty.

Changes as a Result of Evaluation

We have students work as teams and peer review, so now we will attempt a sharing of teaching strategies via email forum. This will assist embedded faculty throughout our service district.

Analysis & Evaluation – Distance Learning

We have students work as teams and peer review, so now we will attempt a sharing of teaching strategies via email forum. This will assist embedded faculty throughout our service district.

Changes as a Result of Evaluation – Distance Learning

Will continue current strategies - no specific changes with respect to a specific site.

English (ENGL.1302)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X			X	X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Demonstrate knowledge of individual and collaborative writing processes

Implementation Strategy

Students will work in groups to prepare a written essay analyzing and researching an approved topic. Papers will be graded for content, logic, accuracy, structure, and mechanics. Teamwork will be evaluated for participation, synthesis of work, and sharing work. Students will self-analyze, link the class to real life, and employ research strategies to generate a written product in the form of a researched essay.

Assessment 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 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses five or more peer-reviewed sources as support of and extension of position. WP contains no more than two violations of Standard American English (SAE). Multiple drafts, including a revised draft showing integration of peer and instructor feedback, will be submitted. 3 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses three or four peer-reviewed sources as support of and extension of position. WP contains no more than four violations of Standard American English (SAE). Multiple drafts, including a revised draft showing integration of peer and instructor feedback, will be submitted. 2 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses two peer-reviewed sources as support of and extension of position. WP contains no more than six violations of Standard American English (SAE). A revised draft showing integration of peer and instructor feedback will be submitted. 1 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses one peer-reviewed source as support of and extension of position. WP contains eight or more violations of Standard American English (SAE). A single draft will be submitted. 0 - No attempt to meet 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 original, 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. 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: Attends all group meetings. Contributes an equal and substantive portion to the finished WP. Supplies at least two sources for group consideration. 3: Attends 75 percent of group meetings. Contributes an equal and substantive portion to the finished WP. Supplies at least two sources for group consideration. 2: Attends 50 percent of group meetings. Contributes a substantive portion to the finished WP. Supplies two sources for group consideration. 1: Attends 25 percent of group meetings. Contributes to the finished WP. Supplies one source for group consideration. 0: No attempt to engage team members demonstrated. 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.

Criterion (Expected Outcome)

60% of the students will demonstrate a passable level of competence in their peer-reviewed research paper.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

To increase student success, the peer-reviewed, collaborative WP fulfills Core Curriculum objectives and aligns with the specified rubric so that students will understand the assessment of the WP, resulting in increased student self-efficacy

Relationship to General Education Outcomes

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.

Results

Data Summary

Students will work collaboratively to broaden their understanding of rhetoric in literature. Projects will be graded for accuracy of information presented factually and mechanically, cohesion, logic, content, and structure. Groups will be evaluated for participation, cohesion of information, and successful completion of roles allocated by the group. Students will self-report, analyzing their own successful performance of the objective as well as relate their literary and sociological findings to life outside of class. Of the aggregate of all reporting professors 77% of our students were successful. That surpasses our goal for distance and face to face classes, yet we know that more can be done. A discussion is growing that we workshop our students more and have multiple drafts with more feedback, not just grades. This strategy is not new, yet academia has moved from this due to the high enrollments in a single class. With a class of twenty five plus, it is challenging to give feedback to groups in some settings. The physical facilities are prohibitive in most face to face classes.

Analysis & Evaluation

Of the aggregate of all reporting professors 77% of our students were successful. That surpasses our goal for distance and face to face classes, yet we know that more can be done. A discussion is growing that we workshop our students more and have multiple drafts with more feedback, not just grades. This strategy is not new, yet academia has moved from this due to the high enrollments in a single class. With a class of twenty five plus, it is challenging to give feedback to groups in some settings. The physical facilities are prohibitive in most face to face classes. Collaborate should and will be encouraged with all distance English 1302 in order to conference on papers in Blackboard.

Changes as a Result of Evaluation

As mentioned in other English courses, the need to collaborate among all English faculty is paramount; however, embedded instructors are best included via email discussions. Some are saddled with loyalty and demands from the ISD and the college. I am sure that they want to do a job and do it well. If our email confab sessions work, we should be able to overcome this.

Analysis & Evaluation – Distance Learning

As mentioned in other English courses, the need to collaborate among all English faculty is paramount; however, embedded instructors are best included via email discussions. Some are saddled with loyalty and demands from the ISD and the college. I am sure that they want to do a job and do it well. If our email confab sessions work, we should be able to overcome this. Additionally, I will push more in the area of using live and recorded classrooms via Blackboard Collaborate on a weekly basis.

Changes as a Result of Evaluation – Distance Learning

As mentioned in other English courses, the need to collaborate among all English faculty is paramount; however, embedded instructors are best included via email discussions. Some are saddled with loyalty and demands from the ISD and the college. I am sure that they want to do a job and do it well. If our email confab sessions work, we should be able to overcome this. Collaborate should be employed in all Blackboard classes. Face to face classes could benefit as well. I will urge my 1302 professors to request a shell for all of their classes, so they could have a no excuse situation with recorded lectures included.

English (ENGL.2311)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Produce documents appropriate to audience, purpose, and genre.

Implementation 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.

Assessment 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 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses five or more peer-reviewed sources as support of and extension of position. WP contains no more than two violations of Standard American English (SAE). Multiple drafts, including a revised draft showing integration of peer and instructor feedback, will be submitted. 3 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses three or four peer-reviewed sources as support of and extension of position. WP contains no more than four violations of Standard American English (SAE). Multiple drafts, including a revised draft showing integration of peer and instructor feedback, will be submitted. 2 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses two peer-reviewed sources as support of and extension of position. WP contains no more than six violations of Standard American English (SAE). A revised draft showing integration of peer and instructor feedback will be submitted. 1 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses one peer-reviewed source as support of and extension of position. WP contains eight or more violations of Standard American English (SAE). A single draft will be submitted. 0 - No attempt to meet 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 original, 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.

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: Attends all group meetings. Contributes an equal and substantive portion to the finished WP. Supplies at least two sources for group consideration. 3: Attends 75 percent of group meetings. Contributes an equal and substantive portion to the finished WP. Supplies at least two sources for group consideration. 2: Attends 50 percent of group meetings. Contributes a substantive portion to the finished WP. Supplies two sources for group consideration. 1: Attends 25 percent of group meetings. Contributes to the finished WP. Supplies one source for group consideration. 0: No attempt to engage team members demonstrated.

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.

Criterion (Expected Outcome)

60% of the students will demonstrate a passable level of competence in their peer-reviewed research paper.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

To increase student success, the peer-reviewed, collaborative WP fulfills Core Curriculum objectives and aligns with the specified rubric so that students will understand the assessment of the WP, resulting in increased student self-efficacy

Relationship to General Education Outcomes

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

Results

Data Summary

Go to 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. This was the task. This year 88% mastery by those who participated in the assessment was encouraging. Our benchmark was 60%. There was still a problem with plagiarism among the students in this academic year. Our division is continuing to address the problem, so this topic was vital. We were hoping and continue to trust that Turnitin could be a useful tool with consistent use throughout our service area. Safe Assign does a mediocre job at best, but we know that although it was not approved this year, we hope to obtain the license in the future. Our division will still encourage the discussion via electronic discourse and encourage our embeds to focus on this problem.

Analysis & Evaluation

Although mastery of 88% over a benchmark of 60% was achieved, some students do not understand the importance of their actions and the problem with plagiarism when conducting group or individual research. Our division is continuing to address the problem, so this topic was vital. We were hoping and continue to trust that Turnitin could be a useful tool with consistent use throughout our service area. Safe Assign does a mediocre job at best, but we know that although it was not approved this year, we hope to obtain the license in the future. Our division will still encourage the discussion via electronic discourse and encourage our embeds to focus on this problem.

Changes as a Result of Evaluation

We will still advocate that all division professors make plagiarism a primary topic to be discussed as we move through each semester task. If all embeds do not attend orientation or other meetings, we shall resort to email reminders.

Analysis & Evaluation – Distance Learning

Go to 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. Go to

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. This was the task. This year 88% mastery by those who participated in the assessment was encouraging. Our benchmark was 60%. There was still a problem with plagiarism among the students in this academic year. Our division is continuing to address the problem, so this topic was vital. We were hoping and continue to trust that Turnitin could be a useful tool with consistent use throughout our service area. Safe Assign does a mediocre job at best, but we know that although it was not approved this year, we hope to obtain the license in the future. Our division will still encourage the discussion via electronic discourse and encourage our embeds to focus on this problem. The aforementioned strategies were practiced in a distance education setting.

Changes as a Result of Evaluation – Distance Learning

It will be imperative that the embed instructors join via email discussions and demonstrate a willingness to change strategies, use Blackboard shells and 'Safe Assign requirements in the upcoming year to address the concerns mentioned.

English (ENGL.2311)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

To understand the importance of cooperative and collaborative discussion leading to a group-generated document.

Implementation 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.

Assessment 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 interrupting0: No attempt to engage team members demonstrated.

Criterion (Expected Outcome)

60% of the students will demonstrate a passable level of competence in their peer-reviewed research paper.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

To increase student success, the peer-reviewed, collaborative WP fulfills Core Curriculum objectives and aligns with the specified rubric so that students will understand the assessment of the WP, resulting in increased student self-efficac.

Relationship to General Education Outcomes

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.

Results

Data Summary

This year 88% mastery by those who participated in the assessment was encouraging. Our benchmark was 60%.

Analysis & Evaluation

Go to 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. This was the task. There was still a problem with plagiarism among the students in this academic year. Our division is continuing to address the problem, so this topic was vital. We were hoping and continue to trust that Turnitin could be a useful tool with consistent use throughout our service area. Safe Assign does a mediocre job at best, but we know that although it was not approved this year, we hope to obtain the license in the future. Our division will still encourage the discussion via electronic discourse and encourage our embeds to focus on this problem.

Changes as a Result of Evaluation

We will utilize email exchanges to bring on board our other 2311 teachers. Our discussions will be basic. We will discuss the use of Safe Assign for all assignments, penalty provisions for violations, and request their input into this problem.

Analysis & Evaluation – Distance Learning

This year 88% mastery by those who participated in the assessment was encouraging. Our benchmark was 60%. This course was delivered via distance education modes. There was still a problem with plagiarism among the students in this academic year. Our division is continuing to address the problem, so this topic was vital. We were hoping and continue to trust that Turnitin could be a useful tool with consistent use throughout our service area. Safe Assign does a mediocre job at best, but we know that although it was not approved this year, we hope to obtain the license in the future. Our division will still encourage the discussion via electronic discourse and encourage our embeds to focus on this problem.

Changes as a Result of Evaluation – Distance Learning

We will utilize email exchanges to bring on board our other 2311 teachers. Our discussions will be basic. We will discuss the use of Safe Assign for all assignments, penalty provisions for violations, and request their input into this problem.

English (ENGL.2311)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
				X	
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Analyze the ethical responsibilities involved in technical communication.

Implementation 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 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.

Assessment 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.

Criterion (Expected Outcome)

60% of the students will demonstrate a passable level of competence in their peer-reviewed research paper.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

To increase student success, the peer-reviewed, collaborative WP fulfills Core Curriculum objectives and aligns with the specified rubric so that students will understand the assessment of the WP, resulting in increased student self-efficacy.

Relationship to General Education Outcomes

This outcome relates to students' ability to demonstrate personal responsibility, as handling source materials in keeping with legal and ethical bounds.

Results

Data Summary

This year 88% mastery by those who participated in the assessment was encouraging. Our benchmark was 60%. There was still a problem with plagiarism among the students in this academic year. Our division is continuing to address the problem, so this topic was vital. We were hoping and continue to trust that Turnitin could be a useful tool with consistent use throughout our service area. Safe Assign does a mediocre job at best, but we know that although it was not approved this year, we hope to obtain the license in the future. Our division will still encourage the discussion via electronic discourse and encourage our embeds to focus on this problem.

Analysis & Evaluation

There was still a problem with plagiarism among the students in this academic year. Our division is continuing to address the problem, so this topic was vital. We were hoping and continue to trust that Turnitin could be a useful tool with consistent use throughout our service area. Safe Assign does a mediocre job at best, but we know that although it was not approved this year, we hope to obtain the license in the future. Our division will still encourage the discussion via electronic discourse and encourage our embeds to focus on this problem.

Changes as a Result of Evaluation

We will engage to a greater degree all embeds with concerns regarding plagiarism via email exchange.

Analysis & Evaluation – Distance Learning

There was still a problem with plagiarism among the students in this academic year. Our division is continuing to address the problem, so this topic was vital. We were hoping and continue to trust that Turnitin could be a useful tool with consistent use throughout our service area. Safe Assign does a mediocre job at best, but we know that although it was not approved this year, we hope to obtain the license in the future. Our division will still encourage the discussion via electronic discourse and encourage our embeds to focus on this problem. All 2311 courses that reported were distance education courses.

Changes as a Result of Evaluation – Distance Learning

We will engage to a greater degree all embeds with concerns regarding plagiarism via email exchange.

English (ENGL.2322)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X	X	
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

Implementation Strategy

Students will prepare a written essay analyzing and researching an approved topic related to the differing time periods, cultures, and/or literary elements. Papers will be graded for content, logic, accuracy, structure, and mechanics. Students will self-analyze, link the class to real life, and employ research strategies to generate a written product (WP) in the form of a researched essay.

Assessment 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 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses five or more scholarly-reviewed sources as support of and extension of position. WP contains no more than two violations of Standard American English (SAE). Multiple drafts, including a revised draft showing integration of peer and instructor feedback, will be submitted. 3 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses three or four scholarly-reviewed sources as support of and extension of position. WP contains no more than four violations of Standard American English (SAE). Multiple drafts, including a revised draft showing integration of peer and instructor feedback, will be submitted. 2 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses two scholarly-reviewed sources as support of and extension of position. WP contains no more than six violations of Standard American English (SAE). A revised draft showing integration of peer and instructor feedback will be submitted. 1 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses one scholarly-reviewed source as support of and extension of position. WP contains eight or more violations of Standard American English (SAE). A single draft will be submitted. 0 - No attempt to meet 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 original, 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. 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 connecting issues covered within 3 or more time periods and/or cultures.3: Demonstrates evidence of connecting issues covered within 2 time periods and/or cultures.2: Demonstrates evidence of connecting issues covered within 1-2 time periods and/or cultures.1: Demonstrates evidence of connecting issues covered within 1 time period and/or culture.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.

Criterion (Expected Outcome)

60% of the students will demonstrate a passable level of competence in their research paper

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

To increase student success, the peer-reviewed, collaborative WP fulfills Core Curriculum objectives and aligns with the specified rubric so that students will understand the assessment of the WP, resulting in increased student self-efficacy

Relationship to General Education Outcomes

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 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.

Results

Data Summary

With a target of 60% of the students will be demonstrate a passable level of competence in their research paper, our results were much higher. At reporting sites, 91% mastered the assessment.

Analysis & Evaluation

We achieved remarkable success, yet we were working with a small population of students. If the enrollment in British Lit. I were larger, we feel that the success rate may not have been so great.

Changes as a Result of Evaluation

Yes, we are already printing posters alerting students regarding the benefits of sophomore literature courses in order to increase the numbers and enrollment. Other options are being considered at the moment as well.

Analysis & Evaluation – Distance Learning

We achieved remarkable success, yet we were working with a small population of students. If the enrollment in British Lit. I were larger, we feel that the success rate may not have been so great. All of our professors create the same assignments for face to face as well as distance classes. Many of us are recording lectures via different platforms.

Changes as a Result of Evaluation – Distance Learning

Yes, we are already printing posters alerting students regarding the benefits of sophomore literature courses in order to increase the numbers and enrollment. Other options are being considered at the moment as well. We will also request more exposure through the TVCC webpage.

English (ENGL.2323)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X	X	
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

Implementation Strategy

Students will prepare a written essay analyzing and researching an approved topic related to the differing time periods, cultures, and/or literary elements. Papers will be graded for content, logic, accuracy, structure, and mechanics. Students will self-analyze, link the class to real life, and employ research strategies to generate a written product (WP) in the form of a researched essay.

Assessment 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 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses five or more scholarly-reviewed sources as support of and extension of position. WP contains no more than two violations of Standard American English (SAE). Multiple drafts, including a revised draft showing integration of peer and instructor feedback, will be submitted. 3 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses three or four scholarly-reviewed sources as support of and extension of position. WP contains no more than four violations of Standard American English (SAE). Multiple drafts, including a revised draft showing integration of peer and instructor feedback, will be submitted. 2 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses two scholarly-reviewed sources as support of and extension of position. WP contains no more than six violations of Standard American English (SAE). A revised draft showing integration of peer and instructor feedback will be submitted. 1 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses one scholarly-reviewed source as support of and extension of position. WP contains eight or more violations of Standard American English (SAE). A single draft will be submitted. 0 - No attempt to meet 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 original, 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. 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 connecting issues covered within 3 or more time periods and/or cultures.3: Demonstrates evidence of connecting issues covered within 2 time periods and/or cultures.2: Demonstrates evidence of connecting issues covered within 1-2 time periods and/or cultures.1: Demonstrates evidence of connecting issues covered within 1 time period and/or culture.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.

Criterion (Expected Outcome)

60% of the students will demonstrate a passable level of competence in their research paper.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

To increase student success, the peer-reviewed, collaborative WP fulfills Core Curriculum objectives and aligns with the specified rubric so that students will understand the assessment of the WP, resulting in increased student self-efficacy.

Relationship to General Education Outcomes

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 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.

Results

Data Summary

Our benchmark was 60%, yet we achieved an average of 88.8% mastery in this assessment.

Analysis & Evaluation

With a population of under 200, we reaped motivated and skilled students. We would enjoy the challenge of a larger population.

Changes as a Result of Evaluation

We should rotate these sophomore classes among the full time faculty. We are convinced that the outcome would reflect a positive direction. New authors would be assigned, and possible enrollment growth would ensue.

Analysis & Evaluation – Distance Learning

With a population of under 200, we reaped motivated and skilled students. We would enjoy the challenge of a larger population.

Changes as a Result of Evaluation – Distance Learning

We should rotate these sophomore classes among the full time faculty. We are convinced that the outcome would reflect a positive direction. New authors would be assigned, and possible enrollment growth would ensue.

English (ENGL.2327)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X	X	
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

Implementation Strategy

Students will prepare a written essay analyzing and researching an approved topic related to the differing time periods, cultures, and/or literary elements. Papers will be graded for content, logic, accuracy, structure, and mechanics. Students will self-analyze, link the class to real life, and employ research strategies to generate a written product (WP) in the form of a researched essay.

Assessment 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 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses five or more scholarly-reviewed sources as support of and extension of position. WP contains no more than two violations of Standard American English (SAE). Multiple drafts, including a revised draft showing integration of peer and instructor feedback, will be submitted. 3 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses three or four scholarly-reviewed sources as support of and extension of position. WP contains no more than four violations of Standard American English (SAE). Multiple drafts, including a revised draft showing integration of peer and instructor feedback, will be submitted. 2 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses two scholarly-reviewed sources as support of and extension of position. WP contains no more than six violations of Standard American English (SAE). A revised draft showing integration of peer and instructor feedback will be submitted. 1 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses one scholarly-reviewed source as support of and extension of position. WP contains eight or more violations of Standard American English (SAE). A single draft will be submitted. 0 - No attempt to meet 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 original, 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. 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 connecting issues covered within 3 or more time periods and/or cultures.3: Demonstrates evidence of connecting issues covered within 2 time periods and/or cultures.2: Demonstrates evidence of connecting issues covered within 1-2 time periods and/or cultures.1: Demonstrates evidence of connecting issues covered within 1 time period and/or culture.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.

Criterion (Expected Outcome)

60% of the students will demonstrate a passable level of competence in their research paper.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

To increase student success, the peer-reviewed, collaborative WP fulfills Core Curriculum objectives and aligns with the specified rubric so that students will understand the assessment of the WP, resulting in increased student self-efficacy.

Relationship to General Education Outcomes

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 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.

Results

Data Summary

This was a new class and the section was lightly populated. We far surpassed the benchmark of 60%. Our data was 100%.

Analysis & Evaluation

Numbers were very low and all students mastered the activity. We will have more data and set a new benchmark should this continue.

Changes as a Result of Evaluation

After this course has made a couple of more times, we will look at changing the benchmark for this course.

Analysis & Evaluation – Distance Learning

2327 was only offered via Blackboard. Possibly, this course should change its benchmark if this data occurs at such a high rate in the near future.

Changes as a Result of Evaluation – Distance Learning

We will change our benchmark of 60% if the future offerings reflect such high data.

English (ENGL.2328)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X	X	
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

Implementation Strategy

Students will prepare a written essay analyzing and researching an approved topic related to the differing time periods, cultures, and/or literary elements. Papers will be graded for content, logic, accuracy, structure, and mechanics. Students will self-analyze, link the class to real life, and employ research strategies to generate a written product (WP) in the form of a researched essay.

Assessment 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 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses five or more scholarly-reviewed sources as support of and extension of position. WP contains no more than two violations of Standard American English (SAE). Multiple drafts, including a revised draft showing integration of peer and instructor feedback, will be submitted. 3 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses three or four scholarly-reviewed sources as support of and extension of position. WP contains no more than four violations of Standard American English (SAE). Multiple drafts, including a revised draft showing integration of peer and instructor feedback, will be submitted. 2 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses two scholarly-reviewed sources as support of and extension of position. WP contains no more than six violations of Standard American English (SAE). A revised draft showing integration of peer and instructor feedback will be submitted. 1 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses one scholarly-reviewed source as support of and extension of position. WP contains eight or more violations of Standard American English (SAE). A single draft will be submitted. 0 - No attempt to meet 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 original, 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. 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 connecting issues covered within 3 or more time periods and/or cultures.3: Demonstrates evidence of connecting issues covered within 2 time periods and/or cultures.2: Demonstrates evidence of connecting issues covered within 1-2 time periods and/or cultures.1: Demonstrates evidence of connecting issues covered within 1 time period and/or culture.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.

Criterion (Expected Outcome)

60% of the students will demonstrate a passable level of competence in their research paper.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

To increase student success, the peer-reviewed, collaborative WP fulfills Core Curriculum objectives and aligns with the specified rubric so that students will understand the assessment of the WP, resulting in increased student self-efficacy

Relationship to General Education Outcomes

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 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.

Results

Data Summary

Students did prepare a written essay analyzing and researching an approved topic related to the differing time periods, cultures, and/or literary elements. Papers were graded for content, logic, accuracy, structure, and mechanics. Students did self-analyze, linked the class to real life, and employed research strategies to generate a written product (WP) in the form of a researched essay. The benchmark for this assessment is 60% of those that attempted the task. For this reporting cycle, 90% were successful.

Analysis & Evaluation

Students prepared a written essay analyzing and researching an approved topic related to the differing time periods, cultures, and/or literary elements. Papers were graded for content, logic, accuracy, structure, and mechanics. Students self-analyzed, linked the class to real life, and employed research strategies to generate a written product (WP) in the form of a researched essay. The benchmark for this assessment is 60% of those that attempted the task, and this cycle 90% were successful. These results were of a group of twenty students that were dual-credit and performing at the top of their class. We will consider raising the benchmark after this new class has gone through two more semesters.

Changes as a Result of Evaluation

After another division discussion, we will examine the need for a benchmark of 60%.

Analysis & Evaluation – Distance Learning

Students prepared a written essay analyzing and researching an approved topic related to the differing time periods, cultures, and/or literary elements. Papers were graded for content, logic, accuracy, structure, and mechanics. Students self-analyzed, linked the class to real life, and employed research strategies to generate a written product (WP) in the form of a researched essay. The benchmark for this assessment is 60% of those that attempted the task, and this cycle 90% were successful. These results were of a group of twenty students that were dual-credit and performing at the top of their class. We will consider raising the benchmark after this new class has gone through two more semesters. This is a distance education class.

Changes as a Result of Evaluation – Distance Learning

After another division discussion, we will examine the need for a benchmark of 60%.

English (ENGL.2332)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X	X	
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

Implementation Strategy

Students will prepare a written essay analyzing and researching an approved topic related to the differing time periods, cultures, and/or literary elements. Papers will be graded for content, logic, accuracy, structure, and mechanics. Students will self-analyze, link the class to real life, and employ research strategies to generate a written product (WP) in the form of a researched essay.

Assessment 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 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses five or more scholarly-reviewed sources as support of and extension of position. WP contains no more than two violations of Standard American English (SAE). Multiple drafts, including a revised draft showing integration of peer and instructor feedback, will be submitted. 3 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses three or four scholarly-reviewed sources as support of and extension of position. WP contains no more than four violations of Standard American English (SAE). Multiple drafts, including a revised draft showing integration of peer and instructor feedback, will be submitted. 2 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses two scholarly-reviewed sources as support of and extension of position. WP contains no more than six violations of Standard American English (SAE). A revised draft showing integration of peer and instructor feedback will be submitted. 1 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses one scholarly-reviewed source as support of and extension of position. WP contains eight or more violations of Standard American English (SAE). A single draft will be submitted. 0 - No attempt to meet 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 original, 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. 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 connecting issues covered within 3 or more time periods and/or cultures.3: Demonstrates evidence of connecting issues covered within 2 time periods and/or cultures.2: Demonstrates evidence of connecting issues covered within 1-2 time periods and/or cultures.1: Demonstrates evidence of connecting issues covered within 1 time period and/or culture.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.

Criterion (Expected Outcome)

60% of the students will demonstrate a passable level of competence in their research paper.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

To increase student success, the peer-reviewed, collaborative WP fulfills Core Curriculum objectives and aligns with the specified rubric so that students will understand the assessment of the WP, resulting in increased student self-efficacy

Relationship to General Education Outcomes

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 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.

Results

Data Summary

Students will research literature as a means to relate historically, politically, psychologically, religiously, socially, and economically driven information across literary periods, and compile a report in groups detailing elements specific to texts that also coincide with the National College Board's list of "works of literary merit". Students will be assessed on the level of critical thought, the logic of their critical lens' application, the level of support from research, the distribution of labor, the cohesion of the presentation, and the students' self and peer evaluations. 60% benchmark was the goal and 93% was the result.

Analysis & Evaluation

Possibly the benchmark was set too low, or the pool of students were few in number. It will be reviewed.

Changes as a Result of Evaluation

If the teaching assignments were rotated a bit more, we feel that new results would emerge. Some countries and authors are not being taught. We would like this to be considered.

Analysis & Evaluation – Distance Learning

Possibly the benchmark was set too low, or the pool of students were few in number. It will be reviewed. I know that our professors are using more recorded lectures in Blackboard.

Changes as a Result of Evaluation – Distance Learning

If the teaching assignments were rotated a bit more, we feel that new results would emerge. Some countries and authors are not being taught. We would like this to be considered. Remote sites taught all but one of the students.

English (ENGL.2333)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X	X	
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

Implementation Strategy

Students will prepare a written essay analyzing and researching an approved topic related to the differing time periods, cultures, and/or literary elements. Papers will be graded for content, logic, accuracy, structure, and mechanics. Students will self-analyze, link the class to real life, and employ research strategies to generate a written product (WP) in the form of a researched essay.

Assessment 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 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses five or more scholarly-reviewed sources as support of and extension of position. WP contains no more than two violations of Standard American English (SAE). Multiple drafts, including a revised draft showing integration of peer and instructor feedback, will be submitted. 3 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses three or four scholarly-reviewed sources as support of and extension of position. WP contains no more than four violations of Standard American English (SAE). Multiple drafts, including a revised draft showing integration of peer and instructor feedback, will be submitted. 2 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses two scholarly-reviewed sources as support of and extension of position. WP contains no more than six violations of Standard American English (SAE). A revised draft showing integration of peer and instructor feedback will be submitted. 1 - Written product (WP) appropriate to context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses one scholarly-reviewed source as support of and extension of position. WP contains eight or more violations of Standard American English (SAE). A single draft will be submitted. 0 - No attempt to meet 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 original, 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. 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 connecting issues covered within 3 or more time periods and/or cultures.3: Demonstrates evidence of connecting issues covered within 2 time periods and/or cultures.2: Demonstrates evidence of connecting issues covered within 1-2 time periods and/or cultures.1: Demonstrates evidence of connecting issues covered within 1 time period and/or culture.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.

Criterion (Expected Outcome)

60% of the students will demonstrate a passable level of competence in their research paper.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

To increase student success, the peer-reviewed, collaborative WP fulfills Core Curriculum objectives and aligns with the specified rubric so that students will understand the assessment of the WP, resulting in increased student self-efficacy

Relationship to General Education Outcomes

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 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.

Results

Data Summary

Our students in this course were to: Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature. Benchmark is 60%. The reported average was 91.8% this cycle.

Analysis & Evaluation

Our students in this course were to: Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature. Benchmark is 60%. The reported average was 91.8% this cycle. This needs to be revisited. Possibly we are seeing a narrow slice of the student body due to the majority of those enrolled were at remote sites.

Changes as a Result of Evaluation

We recommend that more of these courses be offered on the main campus. Then, a reflective benchmark could be harvested as the course assignments are rotated among our faculty. We should revisit the benchmark. It appears low with a reporting cycle of 31.3% increase.

Analysis & Evaluation – Distance Learning

Our students in this course were to: Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature. Benchmark is 60%. The reported average was 91.8% this cycle. This needs to be revisited. Possibly we are seeing a narrow slice of the student body due to the majority of those enrolled were at remote sites. The distance students were receiving recorded lectures. That is an important ingredient for any delivery of material.

Changes as a Result of Evaluation – Distance Learning

We recommend that more of these courses be offered on the main campus. Then, a reflective benchmark could be harvested as the course assignments are rotated among our faculty. We should revisit the benchmark. It appears low with a reporting cycle of 31.3% increase. This was equal to our face to face offering.

Government (GOVT.2305)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X		
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

The student will be able to explain the development of constitutional democracy in the United States.

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.

Assessment 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

Criterion (Expected Outcome)

60% of students will demonstrate an acceptable or exemplary rating when documenting their class discussions, journals, discussion questions, essays, and/or presentations.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

Students enrolled in GOVT 2305 were successful in their learning and application of critical thinking, communication, personal responsibility, and social responsibility for face-to-face courses. Communication - 80% met or exceeded Critical Thinking - 76 % met or exceeded Personal responsibility - 76 % met or exceeded Social responsibility- 67% met or exceeded

Analysis & Evaluation

Since the goal was to have at least 60% of students assessed rated as acceptable or exemplary, the goal was met.

Changes as a Result of Evaluation

Government faculty will choose a common rubric to align with all courses assessing critical thinking, communication, social responsibility, and personal responsibility.

Analysis & Evaluation – Distance Learning

Students enrolled in GOVT 2305 were successful in their learning and application of critical thinking, communication, personal responsibility, and social responsibility for online courses. Communication - 82% met or exceeded Critical Thinking - 77 % met or exceeded Personal responsibility - 78 % met or exceeded Social responsibility- 75% met or exceeded

Changes as a Result of Evaluation – Distance Learning

Government faculty will choose a common rubric to align with all courses assessing critical thinking, communication, social responsibility, and personal responsibility

Government (GOVT.2306)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X		
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will explain the origin and development of the Texas Constitution.

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.

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

Criterion (Expected Outcome)

60% of students will demonstrate an acceptable or exemplary rating when documenting their class discussions, journals, discussion questions, essays, and/or presentations.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

Relationship to General Education Outcomes 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.

Results

Data Summary

Students enrolled in GOVT 2306 were successful in their learning and application of critical thinking, communication, personal responsibility, and social responsibility for face-to-face courses. Communication - 63% met or exceeded Critical Thinking - 67 % met or exceeded Personal responsibility - 83 % met or exceeded Social responsibility- 86% met or exceeded

Analysis & Evaluation

Since the goal was to have at least 60% of students assessed rated as acceptable or exemplary, the goal was met.

Changes as a Result of Evaluation

Government faculty will choose a common rubric to align with all courses assessing critical thinking, communication, social responsibility, and personal responsibility.

Analysis & Evaluation – Distance Learning

Students enrolled in GOVT 2306 were successful in their learning and application of critical thinking, communication, personal responsibility, and social responsibility for online courses. Communication - 88% met or exceeded Critical Thinking - 62 % met or exceeded Personal responsibility - 68 % met or exceeded Social responsibility- 66% met or exceeded

Changes as a Result of Evaluation – Distance Learning

Government faculty will choose a common rubric to align with all courses assessing critical thinking, communication, social responsibility, and personal responsibility.

History (HIST.1301)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X		
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation 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.

Assessment 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

1 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 1 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 Competencies, No Mention Of Justification Or Support For The Statements Provided, Etc. 5 Points) Acceptable- Provides 1?2 Examples Or Evidence Of Intercultural Or Gender Competencies; Adequately Justifies The Argument

With Minimum Support (6-15 Points) Exemplary- More Than 2 Examples Or Evidence Of Intercultural Or Gender Competencies; 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)

Criterion (Expected Outcome)

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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading Only

This Outcome Directly Relates To Students Ability To Develop Competencies In Written And Oral Communication And To Apply Critical Thinking Skills To The Analysis Of Historical Documents.

Relationship to General Education Outcomes

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.

Results

Data Summary

Students Enrolled In History 1301 Were Successful In Their Learning And Application Of Communication, Critical Thinking, Personal Responsibility, And Social Responsibility In Face To Face Classes. Communication: 69% Met Or Exceeded Goal Critical Thinking: 70% Met Or Exceeded Goal Personal Responsibility: 83% Met Or Exceeded Goal Social Responsibility: 75% Met Or Exceeded Goal

Analysis & Evaluation

Since The Goal Was To Have At Least 60% Of The Students Achieve A School Of Acceptable Or Exemplary, The Goal Was Met

Changes as a Result of Evaluation

History Faculty Will Choose A Common Rubric To Align With All Courses Assessing Critical Thinking, Communication, Social Responsibility And Personal Responsibility.

Analysis & Evaluation – Distance Learning

Students Enrolled In Hist 1301 Were Successful In Their Learning And Application Of Communication, Critical Thinking, Personal Responsibility And Social Responsibility In On-Line Classes. Communication 74% Critical Thinking 67% Personal Responsibility 78% Social Responsibility 73% Since The Goal Was To Have At Least 60% Of Those Students Assess Achieve A Score Of Acceptable Or Exemplary, The Goal Was Met

Changes as a Result of Evaluation – Distance Learning

History Faculty Will Develop A Rubric To Align All Courses For Assessment Of Communication, Critical Thinking, Social And Personal Responsibility.

History (HIST.1302)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X		
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation 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.

Assessment Method

Assessment 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

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 Competencies; No Mention Of Justification Or Support For The Statements Provided, Etc. 5 Points)

Acceptable- Provides 1?2 Examples Or Evidence Of Intercultural Or Gender

Competencies; Adequately Justifies The Argument With Minimum Support (6-15 Points) Exemplary- More Than 2 Examples Or Evidence Of Intercultural Or Gender Competencies; 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)

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading Only

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.

Relationship to General Education Outcomes

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.

Results

Data Summary

Students Enrolled In History 1302 Were Successful In Their Learning And Application Of Communication, Critical Thinking, Personal Responsibility, And Social Responsibility In Face To Face Classes. Communication: 76% Met Or Exceeded Goal Critical Thinking: 80% Met Or Exceeded Goal Personal Responsibility: 80% Met Or Exceeded Goal Social Responsibility: 75% Met Or Exceeded Goal

Analysis & Evaluation

Since The Goal Was To Have At Least 60% Of The Students Achieve A School Of Acceptable Or Exemplary, The Goal Was Met.

Changes as a Result of Evaluation

All History Faculty Will Choose A Common Rubric To Align With All Courses Assessing Critical Thinking, Communication, Social Responsibility And Personal Responsibility.

Analysis & Evaluation – Distance Learning

Students Enrolled In History 1302 Were Successful In Their Learning And Application Of Communication, Critical Thinking, Personal Responsibility, And Social Responsibility In On-Line Classes. Communication: 70% Met Or Exceeded Goal Critical Thinking: 70% Met Or Exceeded Goal Personal Responsibility: 74% Met Or Exceeded Goal Social Responsibility: 72% Met Or Exceeded Goal

Changes as a Result of Evaluation – Distance Learning

History Faculty Will Choose A Rubric To Align All Course For Assessing Communication, Critical Thinking, Social And Personal Responsibility.

Humanities (HUMA.1301)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X	X	
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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. 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.

Implementation 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.

Assessment Method

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. 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 be 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.

Criterion (Expected Outcome)

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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

This outcome relates to the Learning Initiative in that the students will be expected to communicate their understanding of the areas covered in the Humanities course and analyze the major perspectives and the central concepts covered. Student engagement will be demonstrated through the students' comments and written discourse, while the reading of material will also be demonstrated through the comments that students make and the written discourse that draws on assigned reading to support and extend their analysis.

Relationship to General Education Outcomes

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 written format.

Results

Data Summary

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. 94% of all students had 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.

Analysis & Evaluation

With a benchmark of 75%, we feel that a report of 94% is not too high. This fall we will revisit the benchmark, and see if this is too low.

Changes as a Result of Evaluation

We will suggest new prompts in order to see if the success will continue. We will discuss a possible change to the benchmark of 75%.

Analysis & Evaluation – Distance Learning

With a benchmark of 75%, we feel that a report of 94% is not too high. This fall we will revisit the benchmark, and see if this is too low. We will encourage fresh prompts in the ensuing semesters to see if the performance will hold.

Changes as a Result of Evaluation – Distance Learning

We will suggest new prompts in order to see if the success will continue. We will discuss a possible change to the benchmark of 75%. If all faculty are not recording lectures that teach this distance course, we will strongly suggest that lectures be included.

Kinesiology

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

The Kinesiology department would like to continue to provide students with more options for attaining kinesiology credit hours on campus and online. We would also like to offer some of our online courses to students from other colleges across the state. Our goal is to offer at least one new course on campus and one new online class this year.

Implementation Strategy

The department head will work with teachers in the department to get new ideas and see what courses we would like to add this year. We will also visit with current students, other colleges, and experts in the field to get the latest ideas in this area of study.

Assessment Method

This will be very simple. We either reached our goal or we did not. We need one new class for students attending TVCC and one new online selection.

Criterion (Expected Outcome)

We expect an increase in the number of students that sign up for courses in this department

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

N/A

Relationship to General Education Outcomes

In the Kinesiology Department we stress the importance of oral and written skills that are important for success in any type of work after college.

Results

Data Summary

After we looked at our data for this school year we are very happy with the results. We added two new courses (one online and one face-to-face). We are working with other departments to better serve our students and meet their educational needs.

Analysis & Evaluation

For the third straight year our numbers increased in our department our our faculty evaluations were high. Students have more options than ever before. The majority of our courses are now taught online to help with non-traditional students that cannot attend the regular courses. We also added a new class for Elementary Majors. We are following the ACGM manual and hope to continue to add more options for future students.

Changes as a Result of Evaluation

Results show that our online courses are being used by our students and they are being successful in this field. We will continue to add to our on campus and online course selection to better serve our students

Analysis & Evaluation – Distance Learning

Over eighty percent of our courses taught in the department are now offered online. We have also added Physical Education for Elementary Majors. We are working hard to follow add courses to our department using the guidelines of the ACGM

Changes as a Result of Evaluation – Distance Learning

We are very happy with the progress of our department and will continue to review the courses allowed by the ACGM to add more options for our students. We added two new offerings this year and both were very successful based on the input of our students.

Mathematics Education (MATH.1314)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students should recognize and apply polynomial, rational, radical, exponential and logarithmic functions and solve related equations. (Course Learning Objective 2)

Implementation Strategy

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully solve this variety of equations.

Assessment Method

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 70% of the points allotted to this skill.

Criterion (Expected Outcome)

70% 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 70% of the points allotted to this topic on the test.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

718 students, from 47 sections of Math 1314, representing all 3 campuses of TVCC which offer Math 1314 and 14 high schools which offer Math 1314 with TVCC part-time or full-time faculty as instructors, were assessed for this learning outcome. 79% of face to face students were successful, while 80% of internet students were successful. 15% of reported face to face students and 25% of reported internet

students were unavailable for assessment. This probably reflects the drop out rates in face to face and internet Math 1314 sections respectively.

Analysis & Evaluation

Since the goal was to have at least 70% of students assessed rated as successful, the goal was met. The lower success rate for face to face students may be related to the apparent higher drop out rate for internet students. Perhaps marginal students are more likely to drop out in internet sections than in face to face sections.

Changes as a Result of Evaluation

Math faculty will choose a common set of questions (with a pool of questions of each type of equation to be solved - rational, radical, logarithmic, and exponential) to be used for assessment of this learning outcome next year.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of students assessed rated as successful, the goal was met. The lower success rate for face to face students may be related to the apparent higher drop out rate for internet students. Perhaps marginal students are more likely to drop out in internet sections than in face to face sections.

Changes as a Result of Evaluation – Distance Learning

Math faculty will choose a common set of questions (with a pool of questions of each type of equation to be solved - rational, radical, logarithmic, and exponential) to be used for assessment of this learning outcome next year

Mathematics Education (MATH.1314)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students should recognize and apply polynomial, rational, radical, exponential and logarithmic functions and solve related equations. (Course Learning Objective 2)

Implementation Strategy

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully solve this variety of equations.

Assessment Method

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 70% of the points allotted to this skill.

Criterion (Expected Outcome)

70% of a sampling of Math 1314 students will demonstrate success at analyzing, selecting an appropriate method, and solving quadratic equations and radical equations by earning at least 70% of the points allotted to this topic on the test.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

718 students, from 38 sections of Math 1314, representing all 3 campuses of TVCC which offer Math 1314 and 14 high schools which offer Math 1314 with TVCC part-time or full-time faculty as instructors, were assessed for this learning outcome. 77% of face to face students were successful, while 80% of

internet students were successful. 15% of reported face to face students and 25% of reported internet students were unavailable for assessment. This probably reflects the drop out rates in face to face and internet Math 1314 sections respectively.

Analysis & Evaluation

Since the goal was to have at least 70% of students assessed rated as successful, the goal was met. The lower success rate for face to face students may be related to the apparent higher drop out rate for internet students. Perhaps marginal students are more likely to drop out in internet sections than in face to face sections.

Changes as a Result of Evaluation

Math faculty will choose a common set of questions (with a pool of questions of each type of equation to be solved - rational, radical, logarithmic, and exponential) to be used for assessment of this learning outcome next year.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of students assessed rated as successful, the goal was met. The lower success rate for face to face students may be related to the apparent higher drop out rate for internet students. Perhaps marginal students are more likely to drop out in internet sections than in face to face sections.

Changes as a Result of Evaluation – Distance Learning

Math faculty will choose a common set of questions (with a pool of questions of each type of equation to be solved - rational, radical, logarithmic, and exponential) to be used for assessment of this learning outcome next year

Mathematics Education (MATH.1314)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students should recognize and apply polynomial, rational, radical, exponential and logarithmic functions and solve related equations. (Course Learning Objective 2)

Implementation Strategy

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully solve this variety of equations.

Assessment Method

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 Thinking if they earn 70% of the points allotted to this skill.

Criterion (Expected Outcome)

70% of a sampling of Math 1314 students will demonstrate success at solving quadratic equations and radical equations by earning at least 70% of the points allotted to this topic on the test.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

718 students, from 47 sections of Math 1314, representing all 3 campuses of TVCC which offer Math 1314 and 14 high schools which offer Math 1314 with TVCC part-time or full-time faculty as instructors, were assessed for this learning outcome. 76% of face to face students were successful, while 83% of internet students were successful. 15% of reported face to face students and 24% of reported internet

students were unavailable for assessment. This probably reflects the drop out rates in face to face and internet Math 1314 sections respectively.

Analysis & Evaluation

Since the goal was to have at least 70% of students assessed rated as successful, the goal was met. The lower success rate for face to face students may be related to the apparent higher drop out rate for internet students. Perhaps marginal students are more likely to drop out in internet sections than in face to face sections.

Changes as a Result of Evaluation

Math faculty will choose a common set of questions (with a pool of questions of each type of equation to be solved - rational, radical, logarithmic, and exponential) to be used for assessment of this learning outcome next year.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of students assessed rated as successful, the goal was met. The lower success rate for face to face students may be related to the apparent higher drop out rate for internet students. Perhaps marginal students are more likely to drop out in internet sections than in face to face sections.

Changes as a Result of Evaluation – Distance Learning

Math faculty will choose a common set of questions (with a pool of questions of each type of equation to be solved - rational, radical, logarithmic, and exponential) to be used for assessment of this learning outcome next year

Mathematics Education (MATH.1324)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students should be able to apply basic matrix operations, including linear programming methods, to solve application problems.

Implementation 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 linear programming problems.

Assessment Method

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 - 70% of the points allotted to this skill. Empirical and Quantitative - 70% of the points allotted to this skill. Critical Thinking - 70% of the points allotted to this skill.

Criterion (Expected Outcome)

70% 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 70% of the points allotted to this topic on the test. Student's work will be graded on each student's written step-by-step justification (choices of pivots/row operations).

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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 developing and interpreting that information in order to communicate their methods and 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.

Results

Data Summary

87 students, from 6 sections of Math 1324 representing two campuses of TVCC, were assessed for communication skills. 80% of face to face students assessed were successful, while 89% of internet students assessed were successful. 18% of face to face students enrolled were not assessed (already dropped the course by the time the assessment test was given or for some other reason were not given the assessment test). 38% of internet students enrolled were not assessed.

Analysis & Evaluation

Since the percent goal of students assessed as successful in communication was 70%, both the face to face sections and the internet sections exceeded the goal. Internet sections actually had a higher success rate among assessed students (89% versus 80%) than face to face sections. However, the internet sections also had a higher percent of students who were not available for assessment (38% versus 18%) probably indicating a higher drop out rate before the assessment was administered.

Changes as a Result of Evaluation

Faculty decided to keep the same learning outcome for next year but to increase the goal percent of students who will succeed. The reason given for staying with assessment of matrices and linear programming was that this learning outcome is the focus of much of the other material in the course.

Analysis & Evaluation – Distance Learning

89% of distance learning students assessed were successful in communication. This is a great result (higher than the face to face result of 80% successful). However, the 38% of enrolled distance learning students who were unavailable for assessment is a problem. That could mean that up to 38% of internet students dropped out before the assessment or were not able to take the communication leap assessment during the time it was available.

Changes as a Result of Evaluation – Distance Learning

Math faculty have decided to keep the same learning outcome (matrices and linear programming) for next year, but to raise the goal percent for successful students in communication. If the rather high rate of students who were not assessed in distance education classes can be reduced by increased value being placed on students' taking of the assessment, than this will be another strategy employed.

Mathematics Education (MATH.1324)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students should be able to apply basic matrix operations, including linear programming methods, to solve application problems.

Implementation 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.

Assessment Method

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 - 70% of the points allotted to this skill. Empirical and Quantitative - 70% of the points allotted to this skill. Critical Thinking - 70% of the points allotted to this skill.

Criterion (Expected Outcome)

70% of a sampling of Math 1324 students will demonstrate success at analyzing application problems, choosing among linear programming methods and applying basic matrix operations by earning at least 70% of the points allotted to this topic on the test. Student work will be graded on each student's written step-by-step justification (choices of pivots/row operations).

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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 application problems and then effectively developing and interpreting that information in order to communicate their methods and 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.

Results

Data Summary

87 students from all 6 sections of Math 1324 offered, representing two campuses of TVCC, were assessed. 76% of assessed face to face students were assessed as successful in critical thinking. 89% of assessed distance learning students were assessed as successful in critical thinking. Also of note: 18% of face to face student enrolled were not assessed, while 38% of distance learning students were not assessed.

Analysis & Evaluation

Since the goal for both face to face students and distance learning students assessed in critical thinking was 70%, we exceeded the goal. 18% of students enrolled in face to face sections of Math 1324 were unavailable for assessment in critical thinking, while 38% of students enrolled in distance education sections were unavailable for assessment in critical thinking. The math department believes that this indicates a higher tendency of marginal students to drop out or avoid assessments if they are distance education students than if they are in face to face sections.

Changes as a Result of Evaluation

The math department has discussed whether all the assessments we make should be measured against enrollment or against numbers of assessed students. The department believes that a true evaluation should be measured against the numbers of students actually assessed. Our assessments are not assignments given to all students but are rather tests given during specific time periods. Students who are not assessed might well have been successful in the learning outcome tested but were not available during the designated time for assessment. Since the sample of students assessed is large, the department continues to choose to set benchmarks for individual success and goals for a percent of students who will be successful based upon the number of students assessed. The same learning outcome, matrices and linear programming, is the best vehicle to assess critical thinking, and the math department will use it again, but will raise the percent goal of students who should achieve success for the coming year.

Analysis & Evaluation – Distance Learning

Since the goal percent of students assessed as successful in critical thinking was 70%, the goal was exceeded in distance learning sections (89% successful). The 38% of enrolled students who were not available for assessment is high, but may reflect the very nature of distance education students.

Changes as a Result of Evaluation – Distance Learning

The math department will use the same learning outcome again (matrices and linear programming) since it is central to the focus of the course. However, the department will increase the percent goal of students who will be assessed as successful. The relatively high rate of non-assessed distance education students should be addressed by encouraging distance education students to take the leap assessment and by ongoing efforts to lower drop out rates in distance education sections.

Mathematics Education (MATH.1324)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students should be able to apply basic matrix operations, including linear programming methods, to solve application problems.

Implementation 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.

Assessment Method

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 - 70% of the points allotted to this skill. Empirical and Quantitative - 70% of the points allotted to this skill. Critical Thinking - 70% of the points allotted to this skill.

Criterion (Expected Outcome)

70% of a sampling of Math 1324 students will demonstrate success at solving application problems, including linear programming methods and basic matrix operations by earning at least 70% of the points allotted to this topic on the test. Student's work will be graded on each student's written step-by-step justification (choices of pivots/row operations).

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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 application problems and then effectively developing and interpreting 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 to complete the solutions including modeling of written problems and then solving them with matrices.

Results

Data Summary

87 students, from 6 sections of Math 1324 representing two campuses of TVCC were assessed. 63% of assessed face to face students were successful. 89% of assessed distance education students were successful. 18% of enrolled face to face students were unavailable for assessment. 38% of distance education students were unavailable for assessment.

Analysis & Evaluation

Since the goal percent for success for face to face students was 70%, the goal was not met for these students. Some students who were successful at communicating their work and choosing an appropriate method of solution did not persevere to complete the solution of the problem.

Changes as a Result of Evaluation

Increased emphasis will be placed on completing the solution to these complex problems. Students who quit part way through a problem cannot be considered as successful in mathematical reasoning. Patience, perseverance, and commitment to completion are important mind-sets that affect a student's ability demonstrate mathematical skills. The same percent goal for successful assessed students will be kept for one more year.

Analysis & Evaluation – Distance Learning

Since the percent goal for successful assessed students was 70%, the goal was exceeded. A relatively high percent (38%) of enrolled students were unavailable for assessment in empirical and quantitative reasoning.

Changes as a Result of Evaluation – Distance Learning

Since distance education students assessed in Math 1324 for empirical and quantitative reasoning met the goal of 70% or greater, the emphasis on change in distance education sections of Math 1324 needs to be placed on decreasing the percent of students who are unavailable for assessment. Encouraging marginal students to persevere and commit to completion is a similar strategy to that which will be employed for students in face to face classes.

Mathematics Education (MATH.1325)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Successful students will solve optimization problems with emphasis on business and social sciences applications. (Learning Outcome #4)

Implementation Strategy

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully solve optimization problems and to successfully communicate their detailed solutions in written form.

Assessment Method

Math 1325 instructors will include on a test or tests a block of questions asking students to optimize functions representing business or social science objectives . Students will be deemed successful if they earn: Critical Thinking - 70% of the points allotted to this skill.

Criterion (Expected Outcome)

70% of Math 2320 students assessed will be successful at communication by scoring 70% of the points allotted to this skill.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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 developing and interpreting that information in order to communicate their methods and 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 using derivatives and the first derivative test and/or the second derivative test to optimize the objective function.

Results

Data Summary

43 students of 54 enrolled students, from the only 3 sections of Math 1324 that were offered, representing two campuses of TVCC, were assessed in communication. 84% of those assessed overall were successful. 76% of those assessed in face to face classes were successful. 91% of those assessed in distance learning sections were successful. 5% of students enrolled in face to face sections were not available for assessment. 31% of students enrolled in internet sections were not available for assessment. A scheduled assessment test is given rather than an assignment given to all enrolled students. Therefore, students who were not assessed were not included in the data for success.

Analysis & Evaluation

Since the percent goal for student success was 70%, the goal was exceeded by both face to face and distance education sections. There is a significant difference between the percent of face to face students (5%) who were not available for assessment and the percent of distance education students (31%) unavailable for assessment.

Changes as a Result of Evaluation

Since all groups were successful, the math department has decided to choose a different learning outcome to assess next year.

Analysis & Evaluation – Distance Learning

Since 91% of distance learning students assessed were successful at communication, the goal was exceeded. 31% of distance learning students enrolled were not available for assessment. That probably indicates that marginal distance learning students persist at a lower rate than face to face students.

Changes as a Result of Evaluation – Distance Learning

A different learning outcome will be chosen for next year. Increased emphasis on persistence and commitment to completion is indicated, especially for distance education students.

Mathematics Education (MATH.1325)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Successful students will solve optimization problems with emphasis on business and social sciences applications. (Learning Outcome #4)

Implementation Strategy

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully solve optimization problems using first and/or second derivative tests to identify relative maxima or minima and to apply these methods to optimize objective functions in business and social sciences.

Assessment Method

Math 1325 instructors will include on a test or tests a block of questions asking students to optimize functions representing business or social science objectives . Students will be deemed successful if they earn: Critical Thinking - 70% of the points allotted to this skill.

Criterion (Expected Outcome)

70% of Math 2320 students assessed will be successful at critical thinking by scoring 70% of the points allotted to this skill.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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 application problems and then effectively developing and interpreting that information in order to communicate their methods and 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 using derivatives and the first derivative test and/or the second derivative test to optimize the objective function.

Results

Data Summary

43 students of 54 enrolled in Math 1325, from 3 sections of Math 1325, representing two campuses of TVCC, were assessed for critical thinking. Overall 86% of students assessed were successful. In face to face sections, 81% of students assessed were successful. In the distance education section 91% of assessed students were successful. In face to face sections, 5% of students were unavailable when the assessment was administered. In the distance education section 31% were not assessed. Since the assessments for this class are scheduled tests, rather than assignments given to all enrolled students, only assessed students were counted in the percent successful.

Analysis & Evaluation

Since the goal percent for student success on critical thinking was 70%, the department met that goal for face to face students, distance education students, and for all students. The percent of students who did not take the assessment test was much larger for distance education students (31%) than for face to face students (5%). Marginal students may just be more likely to drop out or avoid the assessment test if they are in an internet section than in a face to face section.

Changes as a Result of Evaluation

Since all groups were successful, the math department has decided to choose a different learning outcome to assess next year.

Analysis & Evaluation – Distance Learning

Since 91% of distance learning students assessed were successful at critical thinking, the goal was exceeded. 31% of distance learning students enrolled were not available for assessment. That probably indicates that marginal distance learning students persist at a lower rate than face to face students.

Changes as a Result of Evaluation – Distance Learning

A different learning outcome will be chosen for next year. Increased emphasis on persistence and commitment to completion is indicated, especially for distance education students.

Mathematics Education (MATH.1325)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Successful students will solve optimization problems with emphasis on business and social sciences applications. (Learning Outcome #4)

Implementation Strategy

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully solve optimization problems using first and/or second derivative tests to identify relative maxima or minima and to apply these methods to optimize objective functions in business and social sciences.

Assessment Method

Math 1325 instructors will include on a test or tests a block of questions asking students to optimize functions representing business or social science objectives. Students will be deemed successful if they earn: Empirical and Quantitative Reasoning - 70% of the points allotted to this skill.

Criterion (Expected Outcome)

70% of Math 2320 students assessed will be successful at empirical and quantitative reasoning by scoring 70% of the points allotted to this skill.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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 application problems and then effectively developing and interpreting that information in order to communicate their methods and 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 using derivatives and the first derivative test and/or the second derivative test to optimize the objective function.

Results

Data Summary

43 students of 54 enrolled students were assessed. They represented all three sections of Math 1325 offered on the two campuses which offered Math 1325. 84% overall, 76% of face to face assessed students, and 91% of assessed distance education students were rated successful. 5% of face to face students and 31% of distance education students were not available for the assessment test.

Analysis & Evaluation

Since the goal percent for student success on empirical and quantitative reasoning was 70%, the department met that goal for face to face students, distance education students, and for all students. The percent of students who did not take the assessment test was much larger for distance education students (31%) than for face to face students (5%). Marginal students may just be more likely to drop out or avoid the assessment test if they are in an internet section than in a face to face section.

Changes as a Result of Evaluation

A different learning outcome will be chosen for next year. Increased emphasis on persistence and commitment to completion is indicated, especially for distance education students.

Analysis & Evaluation – Distance Learning

Since 91% of distance learning students assessed were successful at empirical and quantitative reasoning, the goal was exceeded. 31% of distance learning students enrolled were not available for assessment. That probably indicates that marginal distance learning students persist at a lower rate than face to face students.

Changes as a Result of Evaluation – Distance Learning

A different learning outcome will be chosen for next year. Increased emphasis on persistence and commitment to completion is indicated, especially for distance education students.

Mathematics Education (MATH.1332)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will be able to use percentages to calculate percent change and difference and to interpret statistical data.

Implementation Strategy

Homework and tests will require analysis of statistical data and interpretation of data to calculate percent change and difference and to communicate statistical results.

Assessment Method

Math 1332 instructors will include, on a test or tests, questions requiring students to identify, interpret, and calculate using percentages and to apply percentages to statistical data. Students assessed will be deemed successful at communication on this outcome if they earn 70% of the points allotted for communication.

Criterion (Expected Outcome)

70% of students assessed will be successful by earning 70% of the points allotted for communication.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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 on a test or tests.

Results

Data Summary

62 students, from all 6 sections of Math 1332, representing the Athens campus of TVCC and two Texas Department of Criminal Justice (TDCJ) units where TVCC instructors teach Math 1332, were assessed. 91% of assessed face to face students were successful. 69% of assessed internet students were successful.

Analysis & Evaluation

Since the goal was to have at least 70% of students assessed rated as successful, the goal was exceeded.

Changes as a Result of Evaluation

Math faculty will choose a different learning outcome from the new Master Syllabus for the assessment of this outcome next year.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed student rated as successful, the goal was not quite met, but was very close.

Changes as a Result of Evaluation – Distance Learning

Math faculty will choose a different learning outcome from the new Master Syllabus for the assessment of this outcome next year.

Mathematics Education (MATH.1332)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will be able to use percentages to calculate percent change and difference and to interpret statistical data.

Implementation Strategy

Homework and tests will require analysis of statistical data and interpretation of data to calculate percent change and difference and to communicate statistical results.

Assessment Method

Math 1332 instructors will include on a test or tests questions requiring students to identify, interpret, and calculate percent change and difference and to apply percentages to statistical data. Students assessed will be deemed successful at critical thinking on this outcome if they earn 70% of the points allotted for critical thinking.

Criterion (Expected Outcome)

70% of students assessed will be deemed successful at critical thinking on this outcome by earning 70% of the points allotted for critical thinking.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

Critical Thinking Skills - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. Homework and tests will require analysis of statistical data and synthesis and interpretation of data to calculate percent change and difference.

Results

Data Summary

62 students, from all 6 sections of Math 1332, representing the Athens campus of TVCC and two Texas Department of Criminal Justice (TDCJ) units where TVCC instructors teach Math 1332, were assessed. 78% of assessed face to face students were successful. 69% of assessed internet students were successful.

Analysis & Evaluation

Since the goal was to have at least 70% of students assessed rated as successful, the goal was met.

Changes as a Result of Evaluation

Math faculty will choose a different learning outcome from the new Master Syllabus for the assessment of this outcome next year.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated as successful, the goal was not quite met.

Changes as a Result of Evaluation – Distance Learning

Math faculty will choose a different learning outcome from the new Master Syllabus for the assessment of this outcome next year.

Mathematics Education (MATH.1332)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will be able to use percentages to calculate percent change and difference and to interpret statistical data.

Implementation Strategy

Homework and tests will require analysis of statistical data and interpretation of data to calculate percent change and difference and to communicate statistical results.

Assessment Method

Math 1332 instructors will include, on a test or tests, questions requiring students to identify, interpret, and calculate using percentages and to apply percentages to statistical data. Students assessed will be deemed successful at empirical and quantitative reasoning on this outcome if they earn 70% of the points allotted for empirical and quantitative reasoning.

Criterion (Expected Outcome)

70% of students assessed will be successful by earning 70% of the points allotted for empirical and quantitative reasoning.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

Empirical and Quantitative Skills - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. Students will obviously manipulate and analyze numerical data while calculating percentage change and difference.

Results

Data Summary

62 students, from all 6 sections of Math 1332, representing the Athens campus of TVCC and two Texas Department of Criminal Justice (TDCJ) units where TVCC instructors teach Math 1332, were assessed. 89% of assessed face to face students were successful. 76% of assessed internet students were successful.

Analysis & Evaluation

Since the goal was to have at least 70% of students assessed rated as successful, the goal was exceeded.

Changes as a Result of Evaluation

Math faculty will choose a different learning outcome from the new Master Syllabus for the assessment of this outcome next year.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated as successful, the goal was met.

Changes as a Result of Evaluation – Distance Learning

Math faculty will choose a different learning outcome from the new Master Syllabus for the assessment of this outcome next year.

Mathematics Education (MATH.1342)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students should recognize, examine, and interpret the basic principles of describing and presenting data. (Course Learning Objective 2)

Implementation 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.

Assessment Method

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 using empirical and quantitative skills if they earn 70% of the points allotted to this skill.

Criterion (Expected Outcome)

At least 70% of a sampling of Math 1342 students will demonstrate success at using empirical and quantitative skills to recognize, examine, and interpret the basic principles of describing and presenting data by earning at least 70% of the points allotted to this topic on the assessment used.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

Empirical and Quantitative Skills - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. In the course of recognizing, interpreting, analyzing, and presenting data students will use empirical and quantitative skills to analyze and calculate data.

Results

Data Summary

503 students, from all 34 sections of Math 1342 offered, representing all 3 TVCC campuses and 6 high schools where Math 1342 is taught by full time or part time TVCC instructors, were assessed for this learning outcome. 89% of face to face students and 90% of internet students were successful.13%

(54/407) of reported face to face students were not available for assessment, while 30% (62/210) reported internet students were not available for assessment.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated as successful, the goal was far exceeded.

Changes as a Result of Evaluation

Math faculty have chosen a different learning outcome from the Master Syllabus with which to assess all leaps in Math 1342 next year.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated as successful, the goal was far exceeded. The higher rate of reported but not assessed distance education students is probably reflective of a higher drop out rate in internet classes.

Changes as a Result of Evaluation – Distance Learning

Math faculty have chosen a different learning outcome from the Master Syllabus with which to assess all leaps in Math 1342 next year.

Mathematics Education (MATH.1342)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students should recognize, examine, and interpret the basic principles of describing and presenting data. (Course Learning Objective 2)

Implementation 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.

Assessment Method

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 70% of the points allotted to this skill.

Criterion (Expected Outcome)

At least 70% 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 70% of the points allotted to this topic on the assessment used.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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 analysis in order to communicate their findings in writing.

Results

Data Summary

503 students, from all 34 sections of Math 1342 offered, representing all 3 TVCC campuses and 6 high schools where Math 1342 is taught by full time or part time TVCC instructors, were assessed for this

learning outcome. 92% of face to face students and 90% of internet students were successful.13% (52/407) of reported face to face students were not available for assessment, while 30% (62/210) reported internet students were not available for assessment.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated as successful, the goal was far exceeded.

Changes as a Result of Evaluation

Math faculty have chosen a different learning outcome from the Master Syllabus with which to assess all leaps in Math 1342 next year.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated as successful, the goal was far exceeded. The higher rate of reported but not assessed distance education students is probably reflective of a higher drop out rate in internet classes.

Changes as a Result of Evaluation – Distance Learning

Math faculty have chosen a different learning outcome from the Master Syllabus with which to assess all leaps in Math 1342 next year.

Mathematics Education (MATH.1342)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students should recognize, examine, and interpret the basic principles of describing and presenting data. (Course Learning Objective 2)

Implementation 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.

Assessment Method

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 70% of the points allotted to this skill.

Criterion (Expected Outcome)

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 70% of the points allotted to this skill.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

503 students, from all 34 sections of Math 1342 offered, representing all 3 TVCC campuses and 6 high schools where Math 1342 is taught by full time or part time TVCC instructors, were assessed for this

learning outcome. 90% of face to face students and 91% of internet students were successful.13% (54/407) of reported face to face students were not available for assessment, while 30% (62/210) reported internet students were not available for assessment.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated as successful, the goal was far exceeded.

Changes as a Result of Evaluation

Math faculty have chosen a different learning outcome from the Master Syllabus with which to assess all leaps in Math 1342 next year.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated as successful, the goal was far exceeded. The higher rate of reported but not assessed distance education students is probably reflective of a higher drop out rate in internet classes.

Changes as a Result of Evaluation – Distance Learning

Math faculty have chosen a different learning outcome from the Master Syllabus with which to assess all leaps in Math 1342 next year.

Mathematics Education (MATH.2312)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Recognize and apply algebraic and transcendental functions and solve related equations. In particular, this outcome is that students be able to solve trigonometric equations

Implementation Strategy

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully solve trigonometric equations.

Assessment Method

Math 2314 instructors will include on a test or tests a block of questions asking students to solve trigonometric equations while clearly communicating their choice(s) of method(s) and their step-by-step solution(s) to the problems. Students will be deemed successful at the Core Objective of Communication if they earn 70% of the points allotted to this skill.

Criterion (Expected Outcome)

70% of a sampling of Math 2314 students will demonstrate success at communicating their ability to solve trigonometric equations by earning at least 70% of the points allotted to this topic on the test(s).

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

110 students, from 11 sections of Math 2312, representing 2 TVCC campuses and 4 high schools where TVCC full-time or part-time instructors taught sections of Math 2312, were assessed for communication. 76% of face to face students assessed and 90% of internet students assessed were successful. 10% of face to face reported students were not available for assessment, while 19% of internet reported students were not available for assessment.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated as successful, the goal was met. The success rate for internet students was significantly higher and might be connected to the higher rate of non-assessed but reported students in internet sections. It's possible that marginal internet students are more likely to drop out than marginal face to face students.

Changes as a Result of Evaluation

Math faculty will choose a different learning outcome from the Master Syllabus for Math 2312 for assessment of this leap next year.

Analysis & Evaluation – Distance Learning

Once the goal was to have at least 70% of assessed students rated as successful, the goal was met. The success rate for internet students was significantly higher and might be connected to the higher rate of non-assessed but reported students in internet sections. It's possible that marginal internet students are more likely to drop out than marginal face to face students.

Changes as a Result of Evaluation – Distance Learning

Math faculty will choose a different learning outcome from the Master Syllabus for Math 2312 for assessment of this leap next year.

Mathematics Education (MATH.2312)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Recognize and apply algebraic and transcendental functions and solve related equations. In particular, this outcome is that students be able to solve trigonometric equations.

Implementation Strategy

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully solve trigonometric equations.

Assessment Method

Math 2314 instructors will include on a test or tests a block of questions asking students to solve trigonometric equations while clearly communicating their choice(s) of method(s) and their step-by-step solution(s) to the problems. Students will be deemed successful at the Core Objective of Critical Thinking if they earn 70% of the points allotted to this skill.

Criterion (Expected Outcome)

70% of a sampling of Math 2314 students will demonstrate success at using critical thinking to solve trigonometric equations by earning at least 70% of the points allotted to this topic on the test(s).

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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 trigonometric functions involved. They will also apply principles for solving linear equations and quadratic equations within the solution of the trigonometric equations and to connect the different kinds of equations.

Results

Data Summary

110 students, from 11 sections of Math 2312, representing 2 TVCC campuses and 4 high schools where TVCC full-time or part-time instructors taught sections of Math 2312, were assessed for communication.

69% of face to face students assessed and 79% of internet students assessed were successful. Overall the success rate was 73%. 10% of face to face reported students were not available for assessment, while 19% of internet reported students were not available for assessment.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated as successful, the goal was met overall but was not quite met by face to face students. The success rate for internet students was significantly higher and might be connected to the higher rate of non-assessed but reported students in internet sections. It's possible that marginal internet students are more likely to drop out than marginal face to face students.

Changes as a Result of Evaluation

Math faculty will choose a different learning outcome from the Master Syllabus for Math 2312 for assessment of this leap next year.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated as successful, the goal was met. The success rate for internet students was significantly higher and might be connected to the higher rate of non-assessed but reported students in internet sections. It's possible that marginal internet students are more likely to drop out than marginal face to face students.

Changes as a Result of Evaluation – Distance Learning

Math faculty will choose a different learning outcome from the Master Syllabus for Math 2312 for assessment of this leap next year.

Mathematics Education (MATH.2312)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Recognize and apply algebraic and transcendental functions and solve related equations. In particular, this outcome is that students be able to solve trigonometric equations.

Implementation Strategy

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully solve trigonometric equations.

Assessment Method

Math 2314 instructors will include on a test or tests a block of questions asking students to solve trigonometric equations while clearly communicating their choice(s) of method(s) and their step-by-step solution(s) to the problems. Students will be deemed successful at the Core Objective of Empirical and Quantitative Reasoning if they earn 70% of the points allotted to this skill.

Criterion (Expected Outcome)

70% of a sampling of Math 2314 students will demonstrate success in applying empirical and quantitative reasoning to solve trigonometric equations by earning at least 70% of the points allotted to this topic on the test(s).

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

Relationship to General Education Outcomes

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.

Results

Data Summary

110 students, from 11 sections of Math 2312, representing 2 TVCC campuses and 4 high schools where TVCC full-time or part-time instructors taught sections of Math 2312, were assessed for communication. 76% of face to face students assessed and 88% of internet students assessed were successful. 10% of

face to face reported students were not available for assessment, while 19% of internet reported students were not available for assessment.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated as successful, the goal was met. The success rate for internet students was significantly higher and might be connected to the higher rate of non-assessed but reported students in internet sections. It's possible that marginal internet students are more likely to drop out than marginal face to face students.

Changes as a Result of Evaluation

Math faculty will choose a different learning outcome from the Master Syllabus for Math 2312 for assessment of this leap next year.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated as successful, the goal was met. The success rate for internet students was significantly higher and might be connected to the higher rate of non-assessed but reported students in internet sections. It's possible that marginal internet students are more likely to drop out than marginal face to face students.

Changes as a Result of Evaluation – Distance Learning

Math faculty will choose a different learning outcome from the Master Syllabus for Math 2312 for assessment of this leap next year.

Mathematics Education (MATH.2414)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students should be able to use substitution, integration by parts, trigonometric substitution, partial fractions, and tables of anti-derivatives to evaluate definite and indefinite integrals.

Implementation Strategy

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully solve these problems and to successfully communicate in written form their detailed solutions including methods chosen and principals employed.

Assessment Method

Math 2414 instructors will include on a test or tests a block of questions asking students to solve integration problems using substitution, integration by parts, trigonometric substitution, partial fractions, and tables of integrals to evaluate definite and indefinite integrals. Students will be deemed successful at this skill if they earn: Critical Thinking - 70% of the points allotted to this skill.

Criterion (Expected Outcome)

70% of Math 2414 students assessed will be successful by scoring at least 70% of the points allotted to critical thinking.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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 the integral problem and choosing an appropriate method of integration and then applying all the needed algebraic, trigonometric, and calculus formulas and methods needed in order to evaluate the integral and 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 equations and graphs as well as through the process of evaluating definite and indefinite integrals.

Results

Data Summary

19 students, from 2 sections of Math 2414, representing 1 TVCC campus and 1 high school where a full-time TVCC faculty member taught Math 2414, were assessed. 89% were successful.

Analysis & Evaluation

Since the goal was to have at least 70% of students assessed rated as successful, the goal was exceeded.

Changes as a Result of Evaluation

Math faculty have chosen a different learning outcome from the Master Syllabus for Math 2414 with which to assess this outcome for next year.

Analysis & Evaluation – Distance Learning

An internet section, with only 6 students, went unreported.

Changes as a Result of Evaluation – Distance Learning

Math faculty will have to assess and report any internet sections next year. Math faculty have chosen a different learning outcome from the Master Syllabus for Math 2414 with which to assess this outcome for next year.

Mathematics Education (MATH.2414)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students should be able to use substitution, integration by parts, trigonometric substitution, partial fractions, and tables of anti-derivatives to evaluate definite and indefinite integrals.

Implementation Strategy

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully solve these problems and to successfully communicate in written form their detailed solutions including methods chosen and principals employed.

Assessment Method

Math 2414 instructors will include on a test or tests a block of questions asking students to solve integration problems using substitution, integration by parts, trigonometric substitution, partial fractions, and tables of integrals to evaluate definite and indefinite integrals. Students will be deemed successful at this skill if they earn: Empirical and Quantitative Thinking - 70% of the points allotted to this skill.

Criterion (Expected Outcome)

70% of Math 2414 students assessed will be successful by scoring at least 70% of the points allotted to empirical and quantitative thinking.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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 the integral problem and choosing an appropriate method of integration and then applying all the needed algebraic, trigonometric, and calculus formulas and methods needed in order to evaluate the integral and 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 equations and graphs as well as through the process of evaluating definite and indefinite integrals.

Results

Data Summary

19 students, from 2 sections of Math 2414, representing 1 TVCC campus and 1 high school where a full-time TVCC faculty member taught Math 2414, were assessed. 63% were successful.

Analysis & Evaluation

Since the goal was to have at least 70% of students assessed rated as successful, the goal was not met.

Changes as a Result of Evaluation

Math faculty have chosen a different learning outcome from the Master Syllabus for Math 2414 with which to assess this outcome for next year. Math faculty will put more emphasis on mathematical reasoning skills next year.

Analysis & Evaluation – Distance Learning

An internet section of Math 2414, with only 6 students, went unreported by faculty.

Changes as a Result of Evaluation – Distance Learning

Math faculty will have to assess and report any internet sections next year. Math faculty have chosen a different learning outcome from the Master Syllabus for Math 2414 with which to assess this outcome for next year.

Mathematics Education (MATH.2414)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students should be able to use substitution, integration by parts, trigonometric substitution, partial fractions, and tables of anti-derivatives to evaluate definite and indefinite integrals.

Implementation Strategy

Lectures, class discussions, examples, and homework assignments will be used to teach students to successfully solve these problems and to successfully communicate their detailed solutions in written form.

Assessment Method

Math 2414 instructors will include on a test or tests a block of questions asking students to solve integration problems using substitution, integration by parts, trigonometric substitution, partial fractions, and tables of integrals to evaluate definite and indefinite integrals. Students will be deemed successful at this skill if they earn: Communication - 70% of the points allotted to this skill.

Criterion (Expected Outcome)

70% of Math 2414 students assessed will be successful by scoring at least 70% of the points allotted to communication.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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

Results

Data Summary

19 students, from 2 sections of Math 2414, representing 1 TVCC campus and 1 high school where a full-time TVCC faculty member taught Math 2414, were assessed. 84% were successful.

Analysis & Evaluation

Since the goal was to have at least 70% of students assessed rated as successful, the goal was exceeded.

Changes as a Result of Evaluation

Math faculty have chosen a different learning outcome from the Master Syllabus for Math 2414 with which to assess this outcome for next year.

Analysis & Evaluation – Distance Learning

An internet section, with only 6 students, went unreported.

Changes as a Result of Evaluation – Distance Learning

Math faculty will have to assess and report any internet sections next year. Math faculty have chosen a different learning outcome from the Master Syllabus for Math 2414 with which to assess this outcome for next year.

Music (MUSI.1306)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation Strategy

Students will work together in a group setting to explore and analyze pieces of music based on the various elements explored in class.

Assessment 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.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

Students enrolled in MUSI 1306, in both the face-to-face and distance learning sections, effectively participated in the teamwork activity. In the face-to-face sections, 100% of students participated adequately; 97% of distance learning students participated adequately.

Analysis & Evaluation

Students in the face-to-face sections appeared to be engaged with the teamwork activity, and all who attempted the activity scored adequate points on the rubric designed to assess effective participation.

Changes as a Result of Evaluation

The faculty are seeking alternative forums for teamwork in addition to the one utilized this year. This is merely for the sake of variety and providing options for the students.

Analysis & Evaluation – Distance Learning

Students in the distance learning sections appeared to be engaged with the teamwork activity; 97% of those who attempted the activity scored adequate points on the rubric designed to assess effective participation.

Changes as a Result of Evaluation – Distance Learning

The faculty are seeking alternative forums for teamwork in addition to the one utilized this year. This is merely for the sake of variety and providing options for the students.

Music (MUSI.1306)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X		
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation 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.

Assessment 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: Social Responsibility: Attendance at the cultural event
 Communication: Written report that reveals students' ability to express themselves in writing using collegiate-level writing skills
 Critical Thinking: Written report that reveals students' ability to effectively support an opinion of the performance

Criterion (Expected Outcome)

The following criterion are based on the students who submit a critique: Social Responsibility: 90 % of the students will rate 5 on the social responsibility portion of the rubric due to their attendance of the musical performance
 Communication: 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
 Critical Thinking: 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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

The faculty hopes that facilitating students' participation in an activity outside of the scope of the traditional classroom setting will motivate students to respond positively to the learning experience and be engaged to pursue other similar experiences.

Relationship to General Education Outcomes

Results

Data Summary

Of the students enrolled in MUSI 1306 who submitted a critique, 82% revealed an acceptable level of mastery of critical thinking skills in the face-to-face sections, compared to 91% in the distance learning sections; only 59% of face-to-face students revealed an adequate level of mastery of communication skills, with 85% of distance learning students achieving mastery, and 100% expressed their application of social responsibility characteristics in both the face-to-face sections and the distance learning sections.

Analysis & Evaluation

The students in the face-to-face sections, apparently, participated in the outcomes activities but were not able to meet the rigor expected in the written portion of the assignment. This is typical, though, in that students will submit the work, but their ability to create collegiate-quality writing is low.

Changes as a Result of Evaluation

The consensus was that more time needed to be spent in class reviewing basic writing skills and specifying the expectations of collegiate-level writing. Additionally, faculty will attempt to be more proactive in connecting students with tutors early in the semester.

Analysis & Evaluation – Distance Learning

Surprisingly, students in the distance learning sections performed better than expected. Perhaps this is because there is a greater reliance on reading and writing skills in distance courses. At any rate, the success rates of social responsibility, communication, and critical thinking were acceptable.

Changes as a Result of Evaluation – Distance Learning

The consensus was that more time needed to be spent in class reviewing basic writing skills and specifying the expectations of collegiate-level writing. Additionally, faculty will attempt to be more proactive in connecting students with tutors early in the semester.

Music (MUSI.1310)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation Strategy

Groups will be formed based on music genre preferences, with a mixture of genres represented in each group. Each group will present an in-depth analysis of one genre of American popular music based on online research. Working together, they will have to consider different points of view to effectively analyze and summarize their genre of choice.

Assessment 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.

Criterion (Expected Outcome)

The following criterion are based on the students who participate in this team-based activity, using a scale of 0-5 (5 being highest): Teamwork: 80% of the students will demonstrate a minimum rating of 4 on the teamwork portion of the rubric

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

Students enrolled in MUSI 1310 overwhelmingly participated effectively in the teamwork activities, with 99% of the face-to-face students who attempted being successful, and 100% of the distance learning students who attempted being successful.

Analysis & Evaluation

Generally, students frown upon team activities, but the faculty have develop activities that seem to engage students to the point that their participation is widespread.

Changes as a Result of Evaluation

A more detailed outline and description of expectations is being developed for the benefit of students.

Analysis & Evaluation – Distance Learning

Generally, students frown upon team activities, but the faculty have develop activities that seem to engage students to the point that their participation is widespread. This is more difficult in a distance learning context, but one faculty member stated that she requires students to comment on each others' threads in order to facilitate an exchange of ideas and that this seems to promote communication and collaboration.

Changes as a Result of Evaluation – Distance Learning

A more detailed outline and description of expectations is being developed for the benefit of students.

Music (MUSI.1310)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X		
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

The musical arts are integral to a culture's sense of itself. This course will explore how music of the last two centuries has reflected the nation's historical events. Students will demonstrate knowledge of the various styles of popular music and analyze personal values regarding psychological, literary, and cultural aspects of popular music. They will provide an in-depth analysis of one genre of American popular music based on individual and group research. By the conclusion, students will compare and contrast two genres of music studied during the semester, based on established criteria.

Implementation 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 report/presentation

Assessment Method

Students' report and/or presentation on musical venues and genres will be assessed using a rubric with a score from 0-5, with 5 being highest. A score will be assigned to the following elements:

Critical Thinking: Students will select two genres studied over the semester and will compare and contrast them, based on established criteria.

Social Responsibility: Intercultural competence can be generational. Students will explore generational differences in two assignments. In one, students are to interview someone 65 years of age or older and discuss that person's favorite music. They will share this in a class presentation by playing the music from online sources and explaining the meaning of the music to the person they interviewed. This verbal report will include historical context and a discussion of the genre. In the second assignment, students will meet with someone 65 years of age or older and explain the student's favorite genre. This discussion will entail a brief history of the genre, playing the music from an online source, and explaining what they like about it. Students will report the event in a written report demonstrating collegiate writing skills.

Communication: Working in groups, students will provide an in-depth analysis (social context and development) of one genre of American popular music based on online research. The class presentation will be assessed by established criteria; a written handout accompanying the presentation will list online sources used in the presentation

Criterion (Expected Outcome)

The following criterion are based on the students who submit a written report and/or oral presentation, using a scale of 0-5 (5 being highest): Critical Thinking: 75% of the students will demonstrate a minimum rating of 4 on the critical thinking portion of the rubric Social Responsibility: 90% of the students will rate 5 on the social responsibility portion of the rubric due to their attendance of the musical performance Communication: 75% of the students will demonstrate a minimum rating of 4 on the communication portion of the rubric , based on their operational writing skills and/or effective oral presentation skills

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Students will be required to conduct research on their respective topics of study in order to thoroughly understand the topic and respond thoughtfully. Additionally, faculty hopes that facilitating students' participation in an activity outside of the scope of the traditional classroom setting will motivate students to respond positively to the learning experience and be engaged to pursue other similar experiences.

Relationship to General Education Outcomes

Critical Thinking-- Students will be required to think creatively by researching and applying the language of music in an analysis of a musical genre from particular time periods. They must synthesize the data in order to draw conclusions about the 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.

Results

Data Summary

Students enrolled in MUSI 1310 were successful in meeting the level of mastery in critical thinking, social responsibility, and communication in both face-to-face and distance sections. Faculty reported that the students performed at greater levels in the fall semester than in the spring, but, overall, the success rates were pleasing. In the face-to-face sections, 81% achieved an acceptable level of mastery in applying critical thinking skills, 93% accomplished the goal of social responsibility, and 91% revealed mastery of communication skills. In the distance learning sections, 86% achieved an acceptable level of mastery in applying critical thinking skills, 71% accomplished the goal of social responsibility, and 100% revealed mastery of communication skills.

Analysis & Evaluation

It appears that the instruction and application exercises utilized by the faculty were beneficial to the students in MUSI 1310.

Changes as a Result of Evaluation

Faculty voiced that they would like to ensure that students better understand the expectations and criteria against which they will be evaluated. There was also discussion of integrating a way for students to interact with alternative influences in various musical genres and eras, primarily for the sake of variety and a greater world view.

Analysis & Evaluation – Distance Learning

It appears that the instruction and application exercises utilized by the faculty were beneficial to the students in MUSI 1310. While only 71% of students in the distance learning sections reached mastery in social responsibility, there was an overall level of success.

Changes as a Result of Evaluation – Distance Learning

Faculty voiced that they would like to ensure that students better understand the expectations and criteria against which they will be evaluated. There was also discussion of integrating a way for students to interact with alternative influences in various musical genres and eras, primarily for the sake of variety and a greater world view.

Philosophy (PHIL.2306)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X		
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will be able to demonstrate that they are cognizant of the four major ethical systems and how those systems impact society. They will be able to analyze a specific social/ethical issue facing society-culture and articulate how that has historically been influenced and is currently being influenced by a specific ethical system.

Implementation Strategy

Class interaction, lecture material and textbook reading will be used to expose the student to the four major ethical systems and to specific social/ethical issues facing our society today. The student will be exposed to how society addresses and faces that issue.

Assessment Method

At the conclusion of the course, the student will be required to write an Ethical Position Paper that will clearly articulate their understanding of a specific social/ethical issue. They will write the paper through the eyes of their specific ethical system position. They will be required to define and defend their position on selected social/ethical issue of choice. They will communicate how the selected issue has impacted history as well as how their specific position would affect the future of our society if their position were accepted.

Criterion (Expected Outcome)

65% of the students will have a scoring of 70% or higher to demonstrate that they understand how various ethical systems of our society/culture have impacted their specific stance on a selected social/ethical issue of our society.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

The overall outcome of this Ethical Position Paper directly relates to student learning objective 4 of the administrative - master syllabus. The core objectives of critical thinking and communication skills are directly evidenced in and through this assignment. The student's accomplishment of this paper clearly delineates their ability to think through the course material and articulate in written form what they have learned in the course.

Results

Data Summary

In the face-to-face classes, 84% of the students completed both the Pre-Course and Post-Course Assessment Tool. Of the 84% of the students, 81% of these same students indicated that their Pre-Course and their Post-Course personal position on the ethical issue of Euthanasia had changed. This change was a direct result of their exposure to the teaching on this subject and their ability to take what they had learned and apply it into their personal decision making process. Therefore, these results clearly indicate a "successful" teaching experience.

Analysis & Evaluation

As a result of this "successful" Evaluation, I plan to continue to make the teaching on this subject as up to date and relevant as possible to the culture/society of today. I would hope to continue to expose the student to "both sides" of the ethical issue and give them both academic as well as "real people" input in order for them to have the necessary tools to be able to develop a personal conclusion and clearly identify that position.

Changes as a Result of Evaluation

As a result of this "successful" Evaluation, I plan to continue to make the teaching on this subject as up to date and relevant as possible to the culture/society of today. I would hope to continue to expose the student to "both sides" of the ethical issue and give them both academic as well as "real people" input in order for them to have the necessary tools to be able to develop a personal conclusion and clearly identify that position.

Analysis & Evaluation – Distance Learning

In the on-line class, 82% of the students completed both the Pre-Course and Post-Course Assessment Tool. Of the 82% of the students, 78% of these same students indicated that their Pre-Course and their Post-Course personal position on the ethical issue of Euthanasia had changed. This change was a direct result of their exposure to the teaching on this subject and their ability to take what they had learned and apply it into their personal decision making process. In that the face-to-face class had an 81% movement and the On-line had a 78% movement, it is evident that both classes are able to equally receive and comprehend the material presented in this course.

Changes as a Result of Evaluation – Distance Learning

As a result of this "successful" Evaluation, I plan to continue to make the teaching on this subject as up to date and relevant as possible to the culture/society of today. I would hope to continue to expose the student to "both sides" of the ethical issue and give them both academic as well as "real people" input in order for them to have the necessary tools to be able to develop a personal conclusion and clearly identify that position.

Philosophy (PHIL.2306)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X		
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will be able to demonstrate that they can delineate and understand that there are specific Social/Ethical issues that have a direct impact on our society/culture. They will see and understand how these issues are driven by the response of media and also the impact from personal and public input. The students will come to realization that these social/ethical issues have not arrived by random input but are usually a part of a social/ethical agenda driven by society.

Implementation Strategy

Class interaction, lecture material, textbook reading and public survey assignments will be used to expose the student to the specific social/ethical issues facing our society today. The public survey assignments will reveal to the students that our society/culture definitely holds impassioned positions on specific issues.

Assessment Method

At the beginning of the term, the student will be given a Pre-course Assessment Tool that will cause them to identify via a numerical percentage their current personal position on ten social/ethical issues impacting our society/culture today. At the end of the term, the student will be required to retake the Pre-course Assessment Tool (now known as the Post-course Assessment Tool) and indicate via a numerical percentage their (now) current personal position on the same ten social/ethical issues impacting our society today. The variance in their Pre and Post positions will demonstrate the influence that Phil 2306 has had on the student's ability to recognize, understand, evaluate and process the impact of these ten social/ethical issues on not only their personal life but also our society/culture.

Criterion (Expected Outcome)

70% of the students will have scoring variance of 20% or higher on at least one social/ethical issue to demonstrate that the Phil 2306 course has impacted their personal and social responsibility on that specific issue.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

The numerical variance gathered from the Pre and Post Assessment Tool directly relates to and will accomplish student learning outcomes 6 and 7 of the administrative master syllabus. The core objectives of social responsibility and personal responsibility are directly evidence in and through this objective questionnaire by causing the student to reflect and think upon their current position on a specific social/ethical issue and its impact on society/culture at the pre and post course time slices of their life. That variance will be an indication of the impact of Phil 2306 upon the life of the student.

Results

Data Summary

In the face-to-face classes, 84% of the students completed both the Pre-Course and Post-Course Assessment Tool. Of the 84% of the students, 81% of these same students indicated that their Pre-Course and their Post-Course personal position on the ethical issue of Euthanasia had changed. This change was a direct result of their exposure to the teaching on this subject and their ability to take what they had learned and apply it into their personal decision making process. Therefore, these results clearly indicate a "successful" teaching experience.

Analysis & Evaluation

As a result of this "successful" Evaluation, I plan to continue to make the teaching on this subject as up to date and relevant as possible to the culture/society of today. I would hope to continue to expose the student to "both sides" of the ethical issue and give them both academic as well as "real people" input in order for them to have the necessary tools to be able to develop a personal conclusion and clearly identify that position.

Changes as a Result of Evaluation

As a result of this "successful" Evaluation, I plan to continue to make the teaching on this subject as up to date and relevant as possible to the culture/society of today. I would hope to continue to expose the student to "both sides" of the ethical issue and give them both academic as well as "real people" input in order for them to have the necessary tools to be able to develop a personal conclusion and clearly identify that position.

Analysis & Evaluation – Distance Learning

In the on-line class, 82% of the students completed both the Pre-Course and Post-Course Assessment Tool. Of the 82% of the students, 78% of these same students indicated that their Pre-Course and their Post-Course personal position on the ethical issue of Euthanasia had changed. This change was a direct result of their exposure to the teaching on this subject and their ability to take what they had learned and apply it into their personal decision making process. In that the face-to-face class had an 81% movement and the On-line had a 78% movement, it is evident that both classes are able to equally receive and comprehend the material presented in this course.

Changes as a Result of Evaluation – Distance Learning

As a result of this "successful" Evaluation, I plan to continue to make the teaching on this subject as up to date and relevant as possible to the culture/society of today. I would hope to continue to expose the student to "both sides" of the ethical issue and give them both academic as well as "real people" input in order for them to have the necessary tools to be able to develop a personal conclusion and clearly identify that position.

Physics/Physical Science (PHYS.1415)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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.

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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

Results

Data Summary

81 students from 4 sections of Phys 1415, representing 2 TVCC campuses and one high school section taught by TVCC faculty, were assessed. 95% of face to face students assessed were successful, while 81% of internet students were successful at communication. 4% of face to face students in reported sections were unavailable for assessment, while 16% of internet students in reported sections were unavailable for assessment.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded.

Changes as a Result of Evaluation

Physical Science faculty will change the lab experiment and report assessed and raise the benchmark for individual student success and/or increase the goal percent of students expected to succeed.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded.

Changes as a Result of Evaluation – Distance Learning

Physical Science faculty will change the lab experiment and report assessed and raise the benchmark for individual student success and/or increase the goal percent of students expected to succeed

Physics/Physical Science (PHYS.1415)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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.

Assessment 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 65

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

81 students from 4 sections of Phys 1415, representing 2 TVCC campuses and one high school section taught by TVCC faculty, were assessed. 95% of face to face students assessed were successful, while 84% of internet students were successful at critical thinking. 4% of face to face students in reported sections were unavailable for assessment, while 16% of internet students in reported sections were unavailable for assessment.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded.

Changes as a Result of Evaluation

Physical Science faculty will change the lab experiment and report assessed and raise the benchmark for individual student success and/or increase the goal percent of students expected to succeed

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded.

Changes as a Result of Evaluation – Distance Learning

Physical Science faculty will change the lab experiment and report assessed and raise the benchmark for individual student success and/or increase the goal percent of students expected to succeed

Physics/Physical Science (PHYS.1415)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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.

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

81 students from 4 sections of Phys 1415, representing 2 TVCC campuses and one high school section taught by TVCC faculty, were assessed. 100% of face to face students assessed were successful, while 87% of internet students were successful at teamwork. 4% of face to face students in reported sections were unavailable for assessment, while 16% of internet students in reported sections were unavailable for assessment.

Analysis & Evaluation

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded.

Changes as a Result of Evaluation

Physical Science faculty will change the lab experiment and report assessed and raise the benchmark for individual student success and/or increase the goal percent of students expected to succeed

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of assessed students rated as successful, the goal was exceeded.

Changes as a Result of Evaluation – Distance Learning

Physical Science faculty will change the lab experiment and report assessed and raise the benchmark for individual student success and/or increase the goal percent of students expected to succeed

Physics/Physical Science (PHYS.1415)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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.

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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

Results

Data Summary

81 students from 4 sections of Phys 1415, representing 2 TVCC campuses and one high school section taught by TVCC faculty, were assessed. 100% of face to face students assessed were successful, while 81% of internet students were successful at empirical and quantitative reasoning. 17% of face to face students in reported sections were unavailable for assessment, while 16% of internet students in reported sections were unavailable for assessment.

Analysis & Evaluation

Since the goal was to have at least 70% of students assessed rated as successful, the goal was exceeded. An increase from 4% on communication and critical thinking to 17% on mathematical reasoning skills of face to face students who were not available during the assessment is unusual. However, it really was only a difference of 3 students who were assessed for communication and critical thinking but were not assessed for empirical and quantitative reasoning. The 16% of internet students who were not available for assessment of mathematical reasoning remained the same as for communication and critical thinking.

Changes as a Result of Evaluation

Physical Science faculty will change the lab experiment and report assessed and raise the benchmark for individual student success and/or increase the goal percent of students expected to succeed

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of students assessed rated as successful, the goal was exceeded.

Changes as a Result of Evaluation – Distance Learning

Physical Science faculty will change the lab experiment and report assessed and raise the benchmark for individual student success and/or increase the goal percent of students expected to succeed

Physics/Physical Science (PHYS.1417)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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.

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

38 students from 5 sections of Phys 1417, representing the Athens Campus of TVCC and one high school section taught by TVCC faculty, were assessed for this outcome. 61% of face to face students from reported sections were successful while 100% of internet students from reported sections were successful. Actually, the one internet section reported only had two students and so could not stand as a proper sample of internet Phys 1417 students. 38% of face to face students in reported sections were

not available for assessment. That is abnormally high - probably indicating a high drop out rate among these sections of Phys 1417.

Analysis & Evaluation

Since the goal was to have at least 70% of students assessed rated successful, the goal was not met.

Changes as a Result of Evaluation

Stronger emphasis will be placed on this outcome to engage students. The Physical Science Department will continue the same leap for next year, but may use a different lab experiment and report to assess the outcome.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of students assessed rated successful, the goal was met by the 2 students in the internet section reported. However, 2 students cannot represent a proper sample of internet Phys 1417 students.

Changes as a Result of Evaluation – Distance Learning

Stronger emphasis will be placed on this outcome to engage students. The Physical Science Department will continue the same leap for next year, but may use a different lab experiment and report to assess the outcome.

Physics/Physical Science (PHYS.1417)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

38 students from 5 sections of Phys 1417, representing the Athens Campus of TVCC and one high school section taught by TVCC faculty, were assessed for this outcome. 61% of face to face students from reported sections were successful while 100% of internet students from reported sections were successful. Actually, the one internet section reported only had two students and so could not stand as a proper sample of internet Phys 1417 students. 38% of face to face students in reported sections were

not available for assessment. That is abnormally high - probably indicating a high drop out rate among these sections of Phys 1417.

Analysis & Evaluation

Since the goal was to have at least 70% of students assessed rated successful, the goal was not met.

Changes as a Result of Evaluation

Stronger emphasis will be placed on this outcome to engage students. The Physical Science Department will continue the same leap for next year, but may use a different lab experiment and report to assess the outcome.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of students assessed rated successful, the goal was met by the 2 students in the internet section reported. However, 2 students cannot represent a proper sample of internet Phys 1417 students.

Changes as a Result of Evaluation – Distance Learning

Stronger emphasis will be placed on this outcome to engage students. The Physical Science Department will continue the same leap for next year, but may use a different lab experiment and report to assess the outcome.

Physics/Physical Science (PHYS.1417)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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.

Assessment 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 65%.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

Critical Thinking Skills - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. CT1, CT2, CT3 are all applicable.

Results

Data Summary

38 students from 5 sections of Phys 1417, representing the Athens Campus of TVCC and one high school section taught by TVCC faculty, were assessed for this outcome. 61% of face to face students from reported sections were successful while 100% of internet students from reported sections were successful. Actually, the one internet section reported only had two students and so could not stand as a proper sample of internet Phys 1417 students. 38% of face to face students in reported sections were

not available for assessment. That is abnormally high - probably indicating a high drop out rate among these sections of Phys 1417.

Analysis & Evaluation

Since the goal was to have at least 70% of students assessed rated successful, the goal was not met.

Changes as a Result of Evaluation

Stronger emphasis will be placed on this outcome to engage students. The Physical Science Department will continue the same leap for next year, but may use a different lab experiment and report to assess the outcome.

Analysis & Evaluation – Distance Learning

Since the goal was to have at least 70% of students assessed rated successful, the goal was met by the 2 students in the internet section reported. However, 2 students cannot represent a proper sample of internet Phys 1417 students.

Changes as a Result of Evaluation – Distance Learning

Stronger emphasis will be placed on this outcome to engage students. The Physical Science Department will continue the same leap for next year, but may use a different lab experiment and report to assess the outcome.

Psychology (PSYC.2301)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X		
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will describe the prominent perspectives and approaches used in the study of psychology.

Implementation 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.

Assessment 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 and application of the biopsychosocial approach; No misinformation or misuse of terms; Effectively justifies arguments for 3 perspectives with appropriate examples EXCELLENT- Clear understanding and application of the biopsychosocial approach; Only one term misused; Effectively justifies arguments for 2 perspectives with appropriate examples FAIR- Adequate understanding and 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

Criterion (Expected Outcome)

65% 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. 65% 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. 65% 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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

Relationship to General Education Outcomes

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.

Results

Data Summary

Students enrolled in PSYC 2301 were successful in their learning and application of communication, critical thinking, empirical and quantitative skills, and social responsibility for face-to-face courses. Communication 56% Critical Thinking 56% Empirical and quantitative Skills 88% Social Responsibility 66%

Analysis & Evaluation

Since the goal was to have at least 65% of students assessed to be rated as acceptable or exemplary, the goal was not met in communication and critical thinking.

Changes as a Result of Evaluation

Psychology faculty will choose a common rubric to align with all courses assessing critical thinking, communication, empirical and quantitative skills, and social responsibility.

Analysis & Evaluation – Distance Learning

Students enrolled in PSYC 2301 were successful in their learning and application of communication, critical thinking, empirical and quantitative skills, and social responsibility for face-to-face courses. Communication 63% Critical Thinking 61% Empirical and quantitative Skills 65% Social Responsibility 64% The goal of 65% of the students assessed rating acceptable or exemplary was not met with communication, critical thinking, nor social responsibility.

Changes as a Result of Evaluation – Distance Learning

All psychology faculty will choose a common rubric to align with all courses assessing critical thinking, communication, empirical and quantitative skills, and social responsibility.

Psychology (PSYC.2301)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X		
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will identify research methods and their characteristics used in the scientific study of psychology.

Implementation 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.

Assessment 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%.

Criterion (Expected Outcome)

65% of all students will respond correctly to 70% or more of the questions on the standardized departmental measure in the empirical and quantitative objective.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

Relationship to General Education Outcomes

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.

Results

Data Summary

Students enrolled in PSYC 2301 were successful in their learning and application of research methods and their characteristics used in the scientific study of psychology. Empirical and quantitative skill scores were 76% for students.

Analysis & Evaluation

The goal was to have at least 61% of the students rated acceptable or exemplary, the goal was met in empirical and quantitative skills.

Changes as a Result of Evaluation

Psychology faculty will choose a common rubric to align with all courses assessing empirical and quantitative skills.

Analysis & Evaluation – Distance Learning

The goal was to have at least 61% of the students rated acceptable or exemplary, the goal was met in empirical and quantitative skills.

Changes as a Result of Evaluation – Distance Learning

The goal was to have at least 61% of the students rated acceptable or exemplary, the goal was met in empirical and quantitative skills.

Psychology (PSYC.2314)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X		
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will engage in the discussion of the various causes or reasons for disturbances in the developmental process.

Implementation 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.

Assessment 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 and application of theoretical approach; No misinformation or misuse of terms; Analysis of 4 crises is clear and justified with multiple examples. EXCELLENT- Clear understanding and application of theoretical approach; No more than one term misused; Analysis of 3 crises is clear and justified with multiple examples. FAIR- Adequate understanding and 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 and 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 and 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.

Criterion (Expected Outcome)

65% 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. 65% 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. 65% 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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

Relationship to General Education Outcomes

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.

Results

Data Summary

Students enrolled in PSYC 2314 were successful in their learning and application of communication, critical thinking, empirical and quantitative skills, and social responsibility for face-to-face courses. Communication 58% Critical Thinking 79% Empirical and quantitative Skills 76% Social Responsibility 72%

Analysis & Evaluation

The goal was to have at least 65% of the students rated acceptable or exemplary, the goal was met in all areas except communication.

Changes as a Result of Evaluation

The psychology faculty will choose a common rubric to align with all courses assessing communication, critical thinking, empirical and quantitative skills, and social responsibility.

Analysis & Evaluation – Distance Learning

Students enrolled in PSYC 2314 were successful in their learning and application of communication, critical thinking, empirical and quantitative skills, and social responsibility for on-line courses. Communication 49% Critical Thinking 58% Empirical and quantitative Skills 57% Social Responsibility 62%

Changes as a Result of Evaluation – Distance Learning

Psychology faculty will choose a common rubric to align with all courses assessing critical thinking, communication, social responsibility, and personal responsibility.

Sociology (SOCL.1306)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X	X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will be able to discuss how solutions to social problems are often contentious due to diverse values in society.

Implementation 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 post problem could be done individually or in groups using proper research techniques and then have oral discussions to present the evidence found.

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: Exeplemary- 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.

Criterion (Expected Outcome)

Criterion (Expected Outcome) 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 skills 65% 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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

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.

Relationship to General Education Outcomes

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.

Results

Data Summary

No data was submitted for face-to-face classes

Analysis & Evaluation

The goal was 65% of the students assessed would rate acceptable or exemplary.

Changes as a Result of Evaluation

Sociology faculty will choose a common rubric to align with all courses assessing communications, critical thinking, empirical and quantitative skills, and social responsibility.

Analysis & Evaluation – Distance Learning

Students enrolled in SOCI 1306 were successful in their learning and application of communication, critical thinking, empirical and quantitative skills, and social responsibility for on-line courses. Communication 88% Critical Thinking 76% Empirical and quantitative Skills 76% Social Responsibility 76% The goal of 65% of the students assessed would rate acceptable or exemplary was met in all areas.

Changes as a Result of Evaluation – Distance Learning

Sociology faculty will choose a common rubric to align with all courses assessing critical thinking, communication, empirical and quantitative skills, and social responsibility.

Sociology (SOCL.2301)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X	X			
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation 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.

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 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 will be identified. Inadequate: Less than 2 terms or concepts will be identified

Criterion (Expected Outcome)

Criterion (Expected Outcome) 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 objective. 65 % of the students will demonstrate exemplary or acceptable rating when documenting their analysis of data and providing conclusions of their findings in the social responsibility objective.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

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. This outcome directly relates to students ability to engage in social responsibility by attending a public forum and writing a report on the interpretation of a problem and analyzing how to introduce it into policy.

Relationship to General Education Outcomes

This outcome directly relates to students ability to engage in critical thinking and empirical and quantitative reasoning 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.

Results

Data Summary

Students enrolled in SOCI 2301 were successful in their learning and application of communication, critical thinking, empirical and quantitative skills, and social responsibility for face-to-face courses. Communication 66% Critical Thinking 72% Empirical and quantitative Skills 72% Social Responsibility 66%

Analysis & Evaluation

Since the goal was for 65% of students assessed to rate acceptable or exemplary, the goal was met.

Changes as a Result of Evaluation

Sociology faculty will choose a common rubric to align with all courses assessing communications, critical thinking, empirical and quantitative skills, and social responsibility.

Analysis & Evaluation – Distance Learning

Students enrolled in SOCI 2301 were successful in their learning and application of communication, critical thinking, empirical and quantitative skills, and social responsibility for face-to-face courses. Communication 70% Critical Thinking 75% Empirical and quantitative Skills 75% Social Responsibility 60% The goal of 65% of students assessed rating as acceptable or exemplary was met in all areas, except social responsibility.

Changes as a Result of Evaluation – Distance Learning

Sociology faculty will choose a common rubric to align with all courses assessing communications, critical thinking, empirical and quantitative skills, and social responsibility.

Spanish (SPAN.1411)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X	X	
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation 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.

Assessment Method

This outcome will be scored from 0 to 4 based upon the rubric in the LEAP.

Criterion (Expected Outcome)

65% of all students will have a rating of 3 or better on the scoring rubric for Spanish 1411

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

This outcome relates to the Learning Initiative in that the students will be expected to communicate their understanding of the areas covered in the Spanish course and analyze the major perspectives and the central concepts covered. Student engagement will be demonstrated through the students' oral comments and discourse, while the reading of material will also be demonstrated through the comments that students make and the discourse that draws on assigned reading to support and extend their analysis.

Relationship to General Education Outcomes

This outcome directly relates to Critical Thinking, Communication, Social Responsibility and Personal Responsibility by requiring students to analyze, evaluate, and synthesize a major concept in the course material and then clearly express their understanding in oral format.

Results

Data Summary

With a benchmark of 65%, we realized an average of 90% for this cycle.

Analysis & Evaluation

Our students were to identify and discuss traditions, customs and values of the Hispanic world, and compare and contrast them with characteristics of their own culture. The oral presentation was graded with a rubric. This success was the same for face to face and distance delivery. We feel that this is because live online lectures are employed in the distance classes.

Changes as a Result of Evaluation

The oral assessment placement at the end of the semester needs to change from end of semester to midterm and end to obtain a reflection of those that may drop before the end of the semester.

Analysis & Evaluation – Distance Learning

Our students were to identify and discuss traditions, customs and values of the Hispanic world, and compare and contrast them with characteristics of their own culture. The oral presentation was graded with a rubric. This success was the same for face to face and distance delivery. We feel that this is because live online lectures are employed in the distance classes.

Changes as a Result of Evaluation – Distance Learning

The oral assessment placement at the end of the semester needs to change from end of semester to midterm and end to obtain a reflection of those that may drop before the end of the semester.

Spanish (SPAN.1412)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X	X	
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Identify and discuss traditions, customs and values of the Hispanic world.

Implementation Strategy

The students will study various religious and secular customs and holidays celebrated in Spanish language countries and field answers in a panel setting.

Assessment Method

This outcome will be scored from 0 to 4 based upon the rubric in the LEAP.

Criterion (Expected Outcome)

65% of all students will have a rating of 3 or better on the scoring rubric for Spanish 1412.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

This outcome relates to the Learning Initiative in that the students will be expected to communicate their understanding of the areas covered in the Spanish course and analyze the major perspectives and the central concepts covered. Student engagement will be demonstrated through the students' oral comments and discourse, while the reading of material will also be demonstrated through the comments that students make and the discourse that draws on assigned reading to support and extend their analysis.

Relationship to General Education Outcomes

This outcome directly relates to Critical Thinking, Communication, Social Responsibility and Personal Responsibility by requiring students to analyze, evaluate, and synthesize a major concept in the course material and then clearly express their understanding in oral format.

Results

Data Summary

Our benchmark was 65%, but we performed at a level of 90%.

Analysis & Evaluation

The prompts need to include a Powerpoint without prose. Photos would suffice.

Changes as a Result of Evaluation

Students in should do their presentations and upload the videos into Blackboard as Collaborate will not provide time for managing the high enrollments. This will keep a better record for reporting.

Analysis & Evaluation – Distance Learning

Students in distance classes should do their presentations and upload the videos into Blackboard as Collaborate will not provide time for managing the high enrollments.

Changes as a Result of Evaluation – Distance Learning

Distance Ed. delivery will now better handle video presentations over Powerpoint. This will be recommended.

Spanish (SPAN.2311)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X	X	
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Produce oral Spanish comprehensible to native speakers using complex grammatical structures to narrate, describe, and elicit information.

Implementation Strategy

Students will engage in community interviews with native speakers and report to class employing a variety of media.

Assessment Method

This outcome will be scored from 0 to 4 based upon the rubric in the LEAP.

Criterion (Expected Outcome)

65% of all students will have a rating of 3 or better on the scoring rubric for Spanish 2311.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

This outcome relates to the Learning Initiative in that the students will be expected to communicate their understanding of the areas covered in the Spanish course and analyze the major perspectives and the central concepts covered. Student engagement will be demonstrated through the students' comments and written discourse, while the reading of material will also be demonstrated through the comments that students make and the written discourse that draws on assigned reading to support and extend their analysis.

Relationship to General Education Outcomes

This outcome directly relates to Critical Thinking, Communication, Social Responsibility, and Personal 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.

Results

Data Summary

In 2311 we had a benchmark of 65% and achieved 75%.

Analysis & Evaluation

Since native speakers are best included in these conversations. We will pair the students with a native speaker (not that native speakers will not make grammatical errors). This could lead to an easier transition into a functional notional approach to the assessment. This course was only offered as a distance offering.

Changes as a Result of Evaluation

We will strive to recruit more native speakers to this course offering as we advise students in their humanities offerings.

Analysis & Evaluation – Distance Learning

Since native speakers are best included in these conversations. We will pair the students with a native speaker (not that native speakers will not make grammatical errors). This could lead to an easier transition into a functional notional approach to the assessment. Our distance class has more Spanish majors over the years.

Changes as a Result of Evaluation – Distance Learning

We will strive to recruit more native speakers to this course offering as we advise students in their humanities offerings.

Spanish (SPAN.2312)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X		X	X	
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will summarize authentic spoken discourse produced by Spanish speakers of diverse origins.

Implementation 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.

Assessment Method

This outcome will be scored from 0 to 4 based upon the rubric in the LEAP.

Criterion (Expected Outcome)

65% of all students will have a rating of 3 or better on the scoring rubric for Spanish 2312.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

This outcome relates to the Learning Initiative in that the students will be expected to communicate their understanding of the areas covered in the Spanish course and analyze the major perspectives and the central concepts covered. Student engagement will be demonstrated through the students' comments and written discourse, while the reading of material will also be demonstrated through the comments that students make in the written and oral discourse that draws on assigned reading to support and extend their analysis of the target language.

Relationship to General Education Outcomes

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.

Results

Data Summary

Our students were to summarize authentic spoken discourse produced by Spanish speakers of diverse origins. Our benchmark was set at 65% and our cycle achieved a 75% mastery.

Analysis & Evaluation

This course required a summary of spoken Spanish by native speakers, and 3/4 of our students were able to master this. We feel that the speakers of Cuba and Puerto Rico were the most difficult.

Changes as a Result of Evaluation

2311 is the most challenging for non-native speakers. English language speakers rarely use the subjunctive mood as our forefathers did. We intend to stay with this assessment because it pushes the student to practice with native speakers.

Analysis & Evaluation – Distance Learning

This course required a summary of spoken Spanish by native speakers, and 3/4 of our students were able to master this. We feel that the speakers of Cuba and Puerto Rico were the most difficult. In our distance offerings, the video novella is situated in Puerto Rico. We use this novella in our assessments.

Changes as a Result of Evaluation – Distance Learning

2311 is the most challenging for non-native speakers. English language speakers rarely use the subjunctive mood as our forefathers did. We intend to stay with this assessment because it pushes the student to practice with native speakers. In distance courses we may encourage the learners to practice more in public, watch Spanish language news (sound bytes are loaded with language), and attend open forums where Spanish is the spoken language.

Speech (SPCH.1315)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X			X	
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation 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, 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 elements of the presentation. -Students will write a properly formatted outline of the speech.-Students will document their self-reflection on various elements of their performance, from following the instructions and meeting deadlines to being an effective audience member, and create a personal plan of action for improvement.

Assessment 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

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading Only

Relationship to General Education Outcomes

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.

Results

Data Summary

Students enrolled in SPCH 1315 were successful in their learning and application of critical thinking and communication skills as they developed and presented speeches; they also revealed their adequate level of personal responsibility. Of the students in the face-to-face sections, 88% achieved an acceptable level of critical thinking skills, 89% revealed an acceptable level of communication skills, and 86% showed an adequate level of personal responsibility. Distance learning students were less successful overall, but still achieved adequate mastery: 71% critical thinking, 78% communication, and 70% personal responsibility.

Analysis & Evaluation

New curriculum was applied this year, and the faculty are very happy with the way assignments reinforce the concepts introduced in class/text.

Changes as a Result of Evaluation

Some ideas that surfaced include the following: Faculty need to learn the new curriculum, particularly the online, embedded application and assessment activities, so their value can be adequately promoted to the students. Add a short rubric for students' self-evaluation. Students can now access their speech videos through Connect, so they can evaluate their own performance and develop a plan for improvement. Making English or other writing class a prerequisite for speech. This would be especially beneficial when citing sources both in writing (on the outline) and orally (during the speech presentation).

Analysis & Evaluation – Distance Learning

New curriculum was applied this year, and the faculty are very happy with the way assignments reinforce the concepts introduced in class/text. Because the curriculum is easily incorporated into Black Board, distance learning students have the same quality and quantity of reinforcement activities as face-to-face students.

Changes as a Result of Evaluation – Distance Learning

Some ideas that surfaced include the following: Faculty need to learn the new curriculum, particularly the online, embedded application and assessment activities, so their value can be adequately promoted to the students. Add a short rubric for students' self-evaluation. Students can now access their speech videos through Connect, so they can evaluate their own performance and develop a plan for improvement. Making English or other writing class a prerequisite for speech. This would be especially beneficial when citing sources both in writing (on the outline) and orally (during the speech presentation). Work on methods to increase distance students' skills; perhaps schedule "internet meetings" or incorporate more videos as added instruction and reinforcement.

Speech (SPCH.1315)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation 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.

Assessment 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.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

Students enrolled in face-to-face sections of SPCH 1315 were highly successful applying teamwork skills, with 92% scoring adequate marks on the rubric. Only 54% of distance learning students, though, scored adequate marks on the rubric.

Analysis & Evaluation

The gap between success in the face-to-face sections and the distance learning sections is not surprising, but it is disappointing.

Changes as a Result of Evaluation

One idea is to allow for a variety of group assignments that promote collaboration, not just on the development of a speech. Incorporating a team effort on some activity weekly would make the teamwork seem more like a part of the whole course, not just an assignment. Also, one faculty member noted that expecting 90% mastery was too high and should be lowered to 80% or so.

Analysis & Evaluation – Distance Learning

The distance learning students just did not perform at the level of face-to-face students. This was disappointing, but not surprising.

Changes as a Result of Evaluation – Distance Learning

One idea is to allow for a variety of group assignments that promote collaboration, not just on the development of a speech. It seems as though the hybrid sections tend to slack off and not participate in the discussion boards as they should. Perhaps weighting this element higher would promote participation. Incorporating a team effort on some activity weekly would make the teamwork seem more like a part of the whole course, not just an assignment. Also, one faculty member noted that expecting 90% mastery was too high and should be lowered to 80% or so.

Speech (SPCH.1321)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X			X	
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation 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, 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 elements of the presentation. -Students will write a properly formatted outline of the speech.- Students will document their self-reflection on various elements of their performance, from following the instructions and meeting deadlines to being an effective audience member, and create a personal plan of action for improvement.

Assessment 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.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

Students will be required to conduct research on their respective topics of study in order to thoroughly understand the topic and respond thoughtfully. This research will require them to read various types of materials that are written for various audiences and purposes.

Relationship to General Education Outcomes

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.

Results

Data Summary

Students in both the face-to-face and distance learning sections of SPCH 1321 met a satisfactory level of mastery in the areas of communication and personal responsibility. In the face-to-face sections, 86% of students met the goal for critical thinking, 93% for communication, and 83% revealed an adequate application of personal responsibility. In the distance learning section, 100% achieved the minimum requirements for communication and in personal responsibility, but only 57% met the critical thinking criteria.

Analysis & Evaluation

N/A

Changes as a Result of Evaluation

Faculty responded that the assignments and activities included in the current curriculum and instruction are valuable to student learning, but there will be continued efforts to express the value of critical thinking skills, in particular, and to reveal just how and when these skills are utilized effectively.

Analysis & Evaluation – Distance Learning

Students enrolled in SPCH 1321 have multiple opportunities to practice what they learn, so it is not surprising that most students are successful in obtaining acceptable level of mastery of the outcomes. The one exception in distance learning sections is the level of mastery of critical thinking. It is more difficult to "discuss" critical thinking in an online environment, so, perhaps, students fare better on this outcome in the face-to-face sections because of the opportunity to verbalize what critical thinking skills look like when applied in real situations.

Changes as a Result of Evaluation – Distance Learning

Faculty responded that the assignments and activities included in the current curriculum and instruction are valuable to student learning, but there will be continued efforts to express the value of critical thinking skills, in particular, and to reveal just how and when these skills are utilized effectively. This is trickier in distance learning sections, but activities can be developed to assist in this effort for distance students.

Speech (SPCH.1321)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
					X
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation 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.

Assessment 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.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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.

Results

Data Summary

Students enrolled in SPCH 1321 did not master an acceptable level of participation in teamwork in either face-to-face or distance learning sections. Only 69% of face-to-face students and 43% of distance learning students participated effectively.

Analysis & Evaluation

The participation level noted here is from one particular assignment; it was suggested that faculty utilize a variety of teamwork opportunities. The same rubric can be applied, but this would give students multiple options to show their ability to engage and collaborate with classmates.

Changes as a Result of Evaluation

The participation level noted here is from one particular assignment; it was suggested that faculty utilize a variety of teamwork opportunities. The same rubric can be applied, but this would give students multiple options to show their ability to engage and collaborate with classmates.

Analysis & Evaluation – Distance Learning

The participation level noted here is from one particular assignment; it was suggested that faculty utilize a variety of teamwork opportunities. The same rubric can be applied, but this would give students multiple options to show their ability to engage and collaborate with classmates.

Changes as a Result of Evaluation – Distance Learning

The participation level noted here is from one particular assignment; it was suggested that faculty utilize a variety of teamwork opportunities. The same rubric can be applied, but this would give students multiple options to show their ability to engage and collaborate with classmates.

Associate Degree Nursing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation Strategy

Implement the entire curriculum in class, skills and clinical, incorporating interactive class activities, simulation, Nursing Concepts Online, EAL, EAQ, and EHR.

Assessment Method

Five areas of the nursing process on the HESI Exit Exam at the end of Level IV in spring of 2016.

Criterion (Expected Outcome)

Sixty percent of the students will score at 850 or higher on the five areas of the nursing process sections on the HESI Exit Exam.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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

Results

Data Summary

Total Total %Assessment 53/10152% Analysis58/10157% Planning61/10161%
Implementation46/10146% Evaluation39/10139%

Analysis & Evaluation

60% criterion met for planning (61%) but not for the other 4 (52%, 57%, 46%, 39%)

Changes as a Result of Evaluation

Will have exam committee make sure that all areas of the nursing process are being evaluated on the exams through ExamSoft statistics. Will continue to have students work on increasing master of NCLEX questions and work on a 2 year HESI plan.

Analysis & Evaluation – Distance Learning

Total Total % Kaufman K % Athens A % Assessment 53/101 52% 46/90 51.1% 7/11 63.6% Analysis 58/101 57%
51/90 56.7% 7/11 63.6% Planning 61/101 61% 53/90 58.9% 7/11 63.6% Implementation 46/101 46%
41/90 45.6% 5/11 45.45% Evaluation 39/101 39% 36/90 40% 3/11 27.27% Athens higher for Assessment,
Analysis, Planning but Kaufman was higher for Implementation and Evaluation.

Changes as a Result of Evaluation – Distance Learning

With distance site higher for 3 of 5, will continue to monitor trends. No changes to be made with respect to distance learning at this time.

Associate Degree Nursing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation Strategy

Implement the entire curriculum in class, skills and clinical, incorporating interactive class activities, simulation, Nursing Concepts Online, EAL, EAQ, and EHR.

Assessment Method

Safe, effective care environment and clinical judgment sections of the HESI Exit Exam in spring of 2016.

Criterion (Expected Outcome)

Sixty percent of the students will score at 850 or higher the safe, effective care environment and clinical judgment sections on the HESI Exit Exam.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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

Results

Data Summary

66/101 students scored 850 or higher on the safe/effective care environment section of HESI exit exam = 65% success rate.
 55/101 students scored 850 or higher on clinical judgment section of HESI exit exam = 54% success rate.

Analysis & Evaluation

60% criterion met on safe/effective care environment (65%)
 60% criterion not met on clinical judgment (54%).

Changes as a Result of Evaluation

Will get students to take more NCLEX style questions throughout the semester and not just for HESI remediation after the semester is over. Will get students to work on increasing mastery level rather than just completing a certain number of questions. Will get students working on a 2 year HESI plan.

Analysis & Evaluation – Distance Learning

Kaufman - 56/90 scored 850 or higher on safe/effective care environment on HESI exit = 62% success
Athens - 9/11 scored 850 or higher = 81.82%
Both groups met criterion for safe/effective care environment.
Kaufman - 47/90 scored 850 or higher on clinical judgment on HESI exit = 52% success rate
Athens - 8/11 scored 850 or higher = 72.73% success rate.
Athens met the 60% criterion but Kaufman did not.

Changes as a Result of Evaluation – Distance Learning

With distant site scoring higher, will not make any changes as a result of evaluation due to distance learning.

Associate Degree Nursing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			
		X			

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.

Implementation 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

Assessment Method

Measure retention rate of students in reading lab and those not in reading lab in the summer of 2015.

Criterion (Expected Outcome)

The students who complete the reading program will have a retention rate that is at least as good as the rest of the students.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading Only

The students will participate in the Weaver Reading Program in the summer before the nursing courses start if they took more than once to achieve a passing grade on the entrance exam in reading.

Relationship to General Education Outcomes

By completing the Weaver reading program they will increase their reading comprehension.

Results

Data Summary

5/12 students who completed the reading program in summer 2015 were still enrolled at the end of level II in May 2016 - 42% retention rate. 77/138 students who were not enrolled in the reading program in summer 2015 were still enrolled at the end of Level II in May 2016 = 56% retention rate.

Analysis & Evaluation

Students in the reading program had a lower retention rate - 42% vs. 56% but those 42% were at higher risk so this is not unexpected.

Changes as a Result of Evaluation

Will continue to encourage students at risk for reading skills to complete the reading program over the summer prior to Level I. Will share these results with the retention/mentoring committee to see if more can be done to work with these at risk students to help them be successful.

Analysis & Evaluation – Distance Learning

2/3 students in the reading program were in Athens and were still enrolled at end of Level II. 3/9 students in the reading program in Kaufman and were still enrolled at end of Level II. Athens reading students = 67% success vs. Kaufman 33% success.

Changes as a Result of Evaluation – Distance Learning

With more of the Athens students being retained, there will be no changes as a result of distance learning.

Associate Degree Nursing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation Strategy

Implement concept-based curriculum for Level I in class, skills and clinical, incorporating interactive class activities, simulation, Nursing Concepts Online, EAL, EAQ, and EHR.

Assessment Method

Clinical judgment score on HESI Custom Test for Level I in fall 2015.

Criterion (Expected Outcome)

Fifty percent of the students will score at 850 or higher on clinical judgment on the HESI Custom Test for Level I.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

By being able to apply principles of clinical judgment when caring for clients/families across the lifespan that have the key exemplars covered during the semester they will demonstrate critical thinking.

Results

Data Summary

47/131 students scored 850 or higher on the clinical judgment section of Level I HESI exam in fall 2015 for a 36% success rate.

Analysis & Evaluation

50% criterion was not met (36%).

Changes as a Result of Evaluation

Faculty will evaluate the required mastery level for the Elsevier Adaptive Learning and Elsevier Adaptive Quizzing that is required in Level I. Will have students complete more NLCEX style questions even in Level I to get them used to them and have them work towards mastery and quality and not just take

questions for the sake of taking questions. We need to have students work on improving HESI scores over the 2 year program.

Analysis & Evaluation – Distance Learning

46/120 students in Kaufman scored 850 or above on the clinical judgment section on the Level I HESI exam in fall 2015 for 38% success rate compared to 1/11 in Athens for 9% success rate.

Changes as a Result of Evaluation – Distance Learning

There was substantial difference in scores between the main campus in Kaufman and the distance site in Athens. This is the first time there has been such a discrepancy, so we will continue to monitor for trends. Will ask IT to make sure that the videoconference is working before class starts so there is not any downtime during class time.

Associate Degree Nursing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			
	X				

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.

Implementation Strategy

Implement concept-based curriculum for Level I in class, skills and clinical, incorporating interactive class activities, simulation, Nursing Concepts Online, EAL, EAQ, and EHR.

Assessment Method

Safety score on HESI Custom Test for Level I in fall 2015.

Criterion (Expected Outcome)

Fifty percent of the students will score at 850 or higher on safety on the HESI Custom Test for Level I.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

By being able to apply principles of safety when caring for clients/families across the lifespan that have the key exemplars covered during the semester they will demonstrate knowledge of living organisms.

Results

Data Summary

59/131 students scored 850 or higher on the safety section of the Level I HESI exam in fall 2015 for 45% success rate.

Analysis & Evaluation

Criterion of 50% not met (45%).

Changes as a Result of Evaluation

Faculty will make sure they are testing safety as an interrelated concept on more exams than just the one covering the safety concept. Faculty will make sure students address more than just physical safety on their weekly clinical reflections. Faculty will make sure students are completing their assignments in Lehne's online pharmacology course.

Analysis & Evaluation – Distance Learning

58/120 students in Kaufman scored at or above 850 on safety section on HESI in Level I in fall 2015 for 48% success rate compared to 1/11 students in Athens for 9% success rate.

Changes as a Result of Evaluation – Distance Learning

This was a substantial difference between Kaufman and Athens results. This is the first year that there has been this much of a difference. Will monitor to see if this trend continues. Will ask IT to make sure that the videoconference is working before class starts so there is not any downtime during class time.

Associate Degree Nursing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation Strategy

Implement concept-based curriculum for Level I and II in class, skills and clinical, incorporating interactive class activities, simulation, Nursing Concepts Online, EAL, EAQ, and EHR.

Assessment Method

Clinical judgment score on HESI Custom Test for Level I in spring 2016.

Criterion (Expected Outcome)

Fifty percent of the students will score at 850 or higher on clinical judgment on the HESI Custom Test for Level II.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

The HESI Texas CBC Custom Test for Level II measures critical thinking by measuring clinical judgment in nursing which meets the general education outcome.

Results

Data Summary

41/84 students scored 850 or higher on the Clinical judgment section of the Level II HESI in spring 2016 for a 48.8% success rate.

Analysis & Evaluation

50% criterion not met (48.8%).

Changes as a Result of Evaluation

Will continue to work on getting students to do more NLCEX type questions with the goal of improving mastery, not just completing a certain number of questions. Will increase the recommended mastery

level of Elsevier Adaptive Learning and Elsevier Adaptive Quizzing. Will get students working on a 2 year HESI plan directed toward improving HESI by Level IV.

Analysis & Evaluation – Distance Learning

In Kaufman 36/77 scored 850 or higher on clinical judgment on Level II HESI for 46.8% success rate compared to 5/7 in Athens with 71.4% success rate.

Changes as a Result of Evaluation – Distance Learning

This was much better than Level I scores when Athens scored much lower. Will continue to monitor trends.

Associate Degree Nursing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			
	X				

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).

Implementation Strategy

Implement concept-based curriculum for Level III in class, skills and clinical, incorporating interactive class activities, simulation, Nursing Concepts Online, EAL, EAQ, and EHR

Assessment Method

Physiological integrity section of the HESI Custom Test for Level III in fall of 2015.

Criterion (Expected Outcome)

Fifty-five percent of the students will score at 850 or higher the physiological integrity section on the HESI Custom Test for Level III.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

The HESI Custom Test for Level III measures physiological integrity which meets the general education outcome related to demonstrating life and physical science skills.

Results

Data Summary

46/105 students scored 850 or higher on physiological integrity section of Level III HESI = 44% success rate.

Analysis & Evaluation

55% criterion not met (44%)

Changes as a Result of Evaluation

Will add patho section on weekly clinical reflection. Will make sure part-time clinical faculty know how concept maps should be completed. Will continue to have students take more NCLEX style questions with goal of increasing mastery.

Analysis & Evaluation – Distance Learning

Kaufman - 40/94 scored 850 or higher on physiological integrity section of Level III HESI = 42.55%
Athens - 6/11 scored 850 or higher for 54.55% success rate. Neither met the criterion with distance site scoring higher.

Changes as a Result of Evaluation – Distance Learning

Distance site scored higher. Will continue to monitor trends. No changes as a result of evaluation with respect to distance learning.

Associate Degree Nursing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			
	X				

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).

Implementation Strategy

Implement concept-based curriculum for Level I and II in class, skills and clinical, incorporating interactive class activities, simulation, Nursing Concepts Online, EAL, EAQ, and EHR.

Assessment Method

Physiological Integrity score on HESI Custom Test for Level I in spring 2016.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

By being 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) they will be demonstrating knowledge of living organisms.

Results

Data Summary

49/84 students scored 850 or higher on the physiological integrity section of the Level II HESI in spring 2016 for 58% success rate.

Analysis & Evaluation

50% criterion met (58%).

Changes as a Result of Evaluation

Will continue current strategies including the improvements being made for other criterion.

Analysis & Evaluation – Distance Learning

Kaufman - $43/77 = 55.8\%$ success
Athens - $6/7 = 85.7\%$ success
Both groups met the criterion.

Changes as a Result of Evaluation – Distance Learning

No changes as result of evaluation. Will continue to monitor trends.

Associate Degree Nursing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			
	X				

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.

Implementation Strategy

Implement concept-based curriculum for Level I and II in class, skills and clinical, incorporating interactive class activities, simulation, Nursing Concepts Online, EAL, EAQ, and HER

Assessment Method

Five areas of nursing process and Safe/Effective Care Environment score on HESI Custom Test for Level I in spring 2016.

Criterion (Expected Outcome)

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 on the HESI Custom Test for Level II.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

By being able to apply the nursing process to provide safe nursing care for diverse simulated clients/families experiencing common health care problems they will be demonstrating knowledge of living organisms.

Results

Data Summary

32/84 students scored 850 or higher on Assessment section of Level II HESI = 38% success
 45/84 students scored 850 or higher on Analysis section of Level II HESI = 54% success
 51/84 students scored 850 or higher on Planning section of Level II HESI = 61% success
 44/84 students scored 850 or higher on Implementation section of Level II HESI = 52% success
 42/84 students scored 850 or higher on Evaluation section of Level II HESI = 50% success
 39/84 students stored 850 or higher on Safe/Effective Care Environment section of Level II HESI = 46% success

Analysis & Evaluation

50% criterion met for Analysis, Planning, Implementation and Evaluation (54%, 61%, 52% and 50%) 50% criterion not met for Assessment or Safe/Effective Care Environment (38%, 46%)

Changes as a Result of Evaluation

Will make sure students are addressing more than just physical safety on the weekly clinical reflections. Will make sure safety and assessment are tested on every test. Exam committee will look at trends on Exam Soft since both of these can be monitored.

Analysis & Evaluation – Distance Learning

Kaufman K% Athens A%
Assessment 28/77 36.4% 4/75 7.1% Analysis 42/77 54.5% 3/74 2.9% Planning 47/77 61% 4/75 7.1% Implementation 39/77 50.6% 5/77 1.4% Evaluation 40/77 51.9% 2/72 8.6% Safe/Effective Care Environment 34/77 44% 5/77 1.4%
Substantial differences noted in Assessment and Safety with Athens scoring higher and Evaluation with Kaufman scoring higher.

Changes as a Result of Evaluation – Distance Learning

Athens scored higher on some and Kaufman on some. Will continue to monitor for trends. Will continue to ask IT to make sure the videoconferencing system is working before class starts to avoid any down time.

Associate Degree Nursing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation Strategy

Implement concept-based curriculum for Level III in class, skills and clinical, incorporating interactive class activities, simulation, Nursing Concepts Online, EAL, EAQ, and EHR.

Assessment Method

Clinical Judgment section of the HESI Custom Test for Level III in fall of 2015.

Criterion (Expected Outcome)

Fifty-five percent of the students will score at 850 or higher the clinical judgment section on the HESI Custom Test for Level III.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

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

Results

Data Summary

39/105 students scored 850 or higher on the clinical judgment section of Level III HESI = 37% success rate.

Analysis & Evaluation

55% criterion not met (37%)

Changes as a Result of Evaluation

Will get students to take more NCLEX style questions throughout the semester and not just for HESI remediation after the semester is over. Will get students to work on increasing mastery level rather than just completing a certain number of questions. Will get students working on a 2 year HESI plan.

Analysis & Evaluation – Distance Learning

Kaufman -34/94 scored 850 or higher = 36%
Athens - 5/11 scored 850 or higher = 45.45%
Neither met the criterion.

Changes as a Result of Evaluation – Distance Learning

Athens scored slightly higher. No changes to be made as a result of evaluation.

Associate Degree Nursing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			
	X				

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).

Implementation Strategy

Implement the entire curriculum in class, skills and clinical, incorporating interactive class activities, simulation, Nursing Concepts Online, EAL, EAQ, and EHR.

Assessment Method

Implement the entire curriculum in class, skills and clinical, incorporating interactive class activities, simulation, Nursing Concepts Online, EAL, EAQ, and EHR.

Criterion (Expected Outcome)

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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

By being 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) they will demonstrate knowledge of living organisms.

Results

Data Summary

43/101 students scored 850 or higher on physiological integrity section of HESI exit exam = 43% success rate.

Analysis & Evaluation

60% criterion not met (43%)

Changes as a Result of Evaluation

Will add patho section on weekly clinical reflection. Will make sure part-time faculty know what should be included on the concept maps. Will make sure students are putting effort into the concept maps for their ICU patients in Level IV.

Analysis & Evaluation – Distance Learning

Kaufman 38/90 scored 850 or higher on physiologic integrity section = 42% success rate. Athens 5/11 scored 850 or higher = 45.45% success. Neither group met the 60% criterion.

Changes as a Result of Evaluation – Distance Learning

With distance site scoring slightly higher, no changes will be made with respect to distance learning. Will continue to monitor trends.

Associate Degree Nursing

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			
	X				

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.

Implementation Strategy

Implement concept-based curriculum for Level III in class, skills and clinical, incorporating interactive class activities, simulation, Nursing Concepts Online, EAL, EAQ, and EHR.

Assessment Method

Safe/Effective Care Environment section of the HESI Custom Test for Level III in fall of 2015.

Criterion (Expected Outcome)

Fifty-five percent of the students will score at 850 or higher the safe/effective care environment on the HESI Custom Test for Level III.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

By being able to demonstrate the ability to make safe and ethical collaborative clinical decisions for diverse clients/groups of clients they will demonstrate knowledge of living organisms.

Results

Data Summary

47/105 students scored 850 or higher on safe/effective care environment section of Level III HESI in fall 2015 = 45% success rate.

Analysis & Evaluation

55% criterion not met (45%).

Changes as a Result of Evaluation

Will make sure the students address more than just physical safety on the weekly clinical reflections. Will make sure safety is tested as an interrelated concept on more exams than just when safety is addressed as a concept. Will make sure students are completing their Lehne on-line pharmacology chapters.

Analysis & Evaluation – Distance Learning

Kaufman 42/94 scored 850 or higher = 44.68%
Athens 5/11 scored 850 or higher = 45.45%
No significant differences.

Changes as a Result of Evaluation – Distance Learning

No changes as a result of evaluation since the scores were essentially the same.

Emergency Medical Technology/Technician (EMT Paramedic)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
Technology	Life and Physical Science	Reading Comprehension			
	X				

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.

Implementation 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.

Assessment Method

Cardiology subtest of HESI diagnostic test given at end of the program

Criterion (Expected Outcome)

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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

By demonstrating a working knowledge of clinical information and related topics relevant to the practice of pre-hospital personnel in cardiac management they are demonstrating knowledge of living systems.

Results

Data Summary

6/10 students scored at or above the recommended level (700) on the cardiology items on the Paramedic HESI Exit Exam on first attempt for 60% success rate.

Analysis & Evaluation

Criterion met.

Changes as a Result of Evaluation

Will continue current strategies along with plans for improving National Registry exam rates which includes adopting Scenario-based Learning (SBL). This approach encourages students to take an active,

integrated and inquiry-based approach to learning, through the use of realistic scenarios. This type of instruction has been used to support students to engage with and integrate material learned through other formal and informal learning activities. The SBL approach is also very useful to promote the development of other capabilities, such as communication, teamwork, self-directed learning, reflective practice, ethical practice and the appreciation of social and cultural aspects of professional practice. It has also been shown to improve both retention and pass rates on the National Registry Certification exams.

Analysis & Evaluation – Distance Learning

2/6 met criterion in the Palestine class and 4/4 met the criterion in the Kaufman class. Met for Kaufman class but not for Palestine class.

Changes as a Result of Evaluation – Distance Learning

The plan is to improve the cardiology grades by using a better balance of classroom and lab to tie the cognitive and psychomotor domains for a better understanding of cardiology. Have moved the Kaufman instructor to teach both Palestine and Kaufman programs. Will adopt Scenario-based Learning (SBL). This approach encourages students to take an active, integrated and inquiry-based approach to learning, through the use of realistic scenarios. This type of instruction has been used to support students to engage with and integrate material learned through other formal and informal learning activities. The SBL approach is also very useful to promote the development of other capabilities, such as communication, teamwork, self-directed learning, reflective practice, ethical practice and the appreciation of social and cultural aspects of professional practice. It has also been shown to improve both retention and pass rates on the National Registry Certification exams.

Emergency Medical Technology/Technician (EMT Paramedic)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
Technology	Life and Physical Science	Reading Comprehension			
	X				

Outcome Description

By the end of the program, the student will be able to demonstrate knowledge and skills required for airway management.

Implementation 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.

Assessment Method

Airway management subtest of HESI diagnostic exam given at end of the program

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

By being able to demonstrate knowledge and skills required for airway management they will demonstrate knowledge of living organisms.

Results

Data Summary

8/10 students scored at or above the recommended level (700) on the airway management section of the HESI Paramedic Exit Exam on the first attempt for a 80% success rate.

Analysis & Evaluation

Criterion (60%) exceeded.

Changes as a Result of Evaluation

Will continue current strategies along with plans for improving National Registry exam rates which includes adopting Scenario-based Learning (SBL). This approach encourages students to take an active,

integrated and inquiry-based approach to learning, through the use of realistic scenarios. This type of instruction has been used to support students to engage with and integrate material learned through other formal and informal learning activities. The SBL approach is also very useful to promote the development of other capabilities, such as communication, teamwork, self-directed learning, reflective practice, ethical practice and the appreciation of social and cultural aspects of professional practice. It has also been shown to improve both retention and pass rates on the National Registry Certification exams.

Analysis & Evaluation – Distance Learning

4/6 = 66.7% of Palestine students scored above the recommended level (700) on the airway management section on the HESI Paramedic Exit Exam on first attempt. 4/4 = 100% of the Kaufman students scored above the recommended level (700) on the airway management questions on the HESI Paramedic Exit Exam on the first attempt. Both groups met the benchmark.

Changes as a Result of Evaluation – Distance Learning

N/A

Emergency Medical Technology/Technician (EMT Paramedic)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
Technology	Life and Physical Science	Reading Comprehension			
	X				

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.

Implementation 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.

Assessment Method

Medical subtest of HESI diagnostic exam given at the end of the program

Criterion (Expected Outcome)

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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

By being able to integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the medical patient they will demonstrate knowledge of living systems.

Results

Data Summary

8/10 students scored at or above the recommended level (700) on the medical items on the first attempt of the HESI Paramedic Exit Exam for a 80% success rate.

Analysis & Evaluation

Criterion exceeded - 80%. Benchmark is 60%

Changes as a Result of Evaluation

Will continue current strategies along with plans for improving National Registry exam rates which includes adopting Scenario-based Learning (SBL). This approach encourages students to take an active, integrated and inquiry-based approach to learning, through the use of realistic scenarios. This type of instruction has been used to support students to engage with and integrate material learned through other formal and informal learning activities. The SBL approach is also very useful to promote the development of other capabilities, such as communication, teamwork, self-directed learning, reflective practice, ethical practice and the appreciation of social and cultural aspects of professional practice. It has also been shown to improve both retention and pass rates on the National Registry Certification exams.

Analysis & Evaluation – Distance Learning

4/6 = 66.7% of Palestine students scored above the recommended level (700) on the medical questions on the HESI Paramedic Exit Exam on first attempt. 4/4 = 100% of the Kaufman students scored above the recommended level (700) on the medical questions on the HESI Paramedic Exit Exam on the first attempt. Both groups met the benchmark. rk, self-directed learning, reflective practice, ethical practice and the appreciation of social and cultural aspects of professional practice. It has also been shown to improve both retention and pass rates on the National Registry Certification exams.

Changes as a Result of Evaluation – Distance Learning

Will continue current strategies for both groups. No changes as a result of remote site.

Emergency Medical Technology/Technician (EMT Paramedic)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
Technology	Life and Physical Science	Reading Comprehension			
	X				

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.

Implementation 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.

Assessment Method

Trauma subtest of HESI diagnostic exam given at end of the program

Criterion (Expected Outcome)

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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

By being able to integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the trauma patient they will demonstrate knowledge of living organisms.

Results

Data Summary

8/10 students scored at or above the recommended level (700) on the trauma section of the HESI Paramedic Exit Exam on the first attempt for 80% success rate.

Analysis & Evaluation

Criterion (60%) exceeded.

Changes as a Result of Evaluation

Will continue current strategies along with plans for improving National Registry exam rates which includes adopting Scenario-based Learning (SBL). This approach encourages students to take an active, integrated and inquiry-based approach to learning, through the use of realistic scenarios. This type of instruction has been used to support students to engage with and integrate material learned through other formal and informal learning activities. The SBL approach is also very useful to promote the development of other capabilities, such as communication, teamwork, self-directed learning, reflective practice, ethical practice and the appreciation of social and cultural aspects of professional practice. It has also been shown to improve both retention and pass rates on the National Registry Certification exams.

Analysis & Evaluation – Distance Learning

4/6 = 66.7% of Palestine students scored above the recommended level (700) on the trauma questions on the HESI Paramedic Exit Exam on first attempt. 4/4 = 100% of the Kaufman students scored above the recommended level (700) on the trauma questions on the HESI Paramedic Exit Exam on the first attempt. Both groups met the benchmark.

Changes as a Result of Evaluation – Distance Learning

Will continue current strategies for both groups - no changes specific to one site or the other.

Accounting

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will be able to describe, calculate, and journalize the entries for cash and stock dividends and treasury stock transactions.

Implementation 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.

Assessment 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.

Criterion (Expected Outcome)

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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

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

Relationship to General Education Outcomes

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.

Results

Data Summary

Analysis & Evaluation

Seventy nine percent of the students achieved the objective with a 70 or greater on the assessment. Criteria met.

Changes as a Result of Evaluation

Present methods effective. No changes needed.

Analysis & Evaluation – Distance Learning

Distance Education students taking this class only thirty one percent had success with this goal only nine out of twenty-nine students had success with this assessment.

Changes as a Result of Evaluation – Distance Learning

Develop more exercises that explain this process and have them work additional problems from the presented material.

Accounting

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students in ACNT 1303 Introduction to Accounting and Accounting 2401 Financial Accounting will be able to assemble, read, interpret, analyze and journalize the accounting transactions in a standard two column journal. The Accounting information will be dealing with the end of an Accounting period for a Service Enterprise. Additionally, the student will calculate a balance in each account in the ledger, and then prepare an Income Statement, Equity Statement and a Balance Sheet.

Implementation 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, collaboration in class between students, utube videos, podcasts,outside internet assignments (will give studens a better knowledge of Accounting), utube videos, and question and answer activities in class and class lectures.

Assessment Method

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

Criterion (Expected Outcome)

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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

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

Relationship to General Education Outcomes

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

Results

Data Summary

Analysis & Evaluation

Ninety-five percent of the students performed at the 70% or above the stated objective. Criteria met.

Changes as a Result of Evaluation

Present methods effective. No changes needed.

Analysis & Evaluation – Distance Learning

In the Distance Education Financial class eighty three percent of the assessed students scored seventy percent or better on the assessment. The Criteria was met.

Changes as a Result of Evaluation – Distance Learning

The Criteria was met with the Distance Ed class and no changes were needed or recommended.

Accounting

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students in Managerial Accounting 2402 will be able to use the nineteen formulas in the accounting presentation and textbook to calculate and assess the solvency and profitability of a business.

Implementation 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.

Assessment 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.

Criterion (Expected Outcome)

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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

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

Relationship to General Education Outcomes

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.

Results

Data Summary

Analysis & Evaluation

Seventy five percent of the students performed at the seventy percent level or above the stated objective. Criteria met.

Changes as a Result of Evaluation

Present methods effective. No changes needed.

Analysis & Evaluation – Distance Learning

Not a Distance Ed Course

Changes as a Result of Evaluation – Distance Learning

None

Business and Office Education

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X	X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

After completing POFI 2301 Word Processing I, the student will be able to create and format a table in Microsoft Word.

Implementation Strategy

An understanding of the desired outcome by the student will be gained through lecture, class examples, reading the textbook, chapter exercises, and completing a project covering the topic of the learning outcome.

Assessment Method

The assessment of the desired outcome will be determined by the student completing the Chapter 13 Assessment. The assessment will measure the understanding of creating and formatting a table in Microsoft Word

Criterion (Expected Outcome)

80% of the students will be able to achieve a 70 or above on the assessment activities over the desired learning outcome.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

Students will be required to use the following skills to determine understanding of the desired outcome: (a)reading comprehension (b) critical thinking (c) knowledge of Microsoft Word.

Relationship to General Education Outcomes

The outcome relates to the student's ability to learn the functions of Microsoft Word 2013, apply those skills, and follow directions correctly.

Results

Data Summary

28 online students and 41 face-to-face students completed the Chapter 13.4 Assessment which required students to create a table in Microsoft Word. 23 online students and 33 face-to-face students were able to score 70% or better on the assignment.

Analysis & Evaluation

33 out of 41 students (80%) were able to complete the Chapter 13.4 Assessment with a 70% or better score. Students participated in a lecture and practice in class before completing the Assessment. Students had to create a table using Microsoft Word and data from the textbook.

Changes as a Result of Evaluation

The outcome was met. No changes will be made at this time.

Analysis & Evaluation – Distance Learning

23 out of 28 students (82%) were able to complete the Chapter 13.4 Assessment with a 70% or better score. Students participated in a lecture and practice in class before completing the Assessment. Students had to create a table using Microsoft Word and data from the textbook.

Changes as a Result of Evaluation – Distance Learning

Over 80% of the students completed the assignment with a score of 70% or better. No changes will be made at this time.

Business and Office Education

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

After completing POFT 2312 Business Correspondence and Communication, the student will be able to create an effective chronological resume.

Implementation Strategy

An understanding of the desired outcome by the student will be gained through lecture, class examples, reading the textbook, chapter exercises, and submitting a chronological resume.

Assessment Method

The assessment of the desired outcome will be determined by the student submitting a personal resume that receives a rating of "Proficient" in each of the resume categories. A rubric will be used to rate the resume and determine the effectiveness.

Criterion (Expected Outcome)

75% of the students will have a rating on the scoring rubric of "Proficient" in each of the resume categories.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

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

Relationship to General Education Outcomes

This outcome relates to the student's ability to comprehend, analyze, interpret, and evaluate printed materials. This outcome also relates to written communication, as the student is required to create a resume that will help them find a job.

Results

Data Summary

24 of 27 online students and 9 of 10 face-to-face students created a Chronological Resume that received a score of "Proficient" on each resume category. Online students were given materials and articles to help them create a "Proficient" resume, and Face-to-Face students completed a Resume Workshop in class.

Analysis & Evaluation

9 of 10 students (90%) completed the Resume Assignment with a rating of "proficient" in each resume category. Students completed an in-class Resume Workshop prior to submitting the assignment. Students could also submit the assignment early to receive feedback before submitting the final product.

Changes as a Result of Evaluation

No changes were necessary. The desired outcome was met.

Analysis & Evaluation – Distance Learning

24 of 27 students (89%) completed the Resume Assignment with a rating of "proficient" in each resume category. Students received articles and examples to help them create a proficient resume

Changes as a Result of Evaluation – Distance Learning

The desired outcome was met. No changes are necessary at this time.

Business and Office Education

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					
Technology	Life and Physical Science	Reading Comprehension			
X					

Outcome Description

After successfully completing 50% of POFT 1429 Basic Keyboarding, the student will be able to demonstrate touch typing of all alpha keys at 30 words per minute.

Implementation Strategy

An understanding of the desired outcome by the student will be gained through practice exercises and examination.

Assessment Method

The assessment of the desired outcome will be determined by the student completing an examination after successfully completing 50% of the course.

Criterion (Expected Outcome)

75% of the students will demonstrate touch typing of all alpha keys at 30 words per minute with no errors in a 1-minute timed writing.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

Students will be required to use the following skills to determine understanding of the desired outcome: (a) written communication (b) reading comprehension (c) typing skills.

Relationship to General Education Outcomes

This outcome relates to the student's ability to comprehend, analyze, interpret, and evaluate printed materials. This outcome also relates to written communication, as the student is required to type in a timed environment.

Results

Data Summary

52 students attempted the 1-minute error free alpha timed writing at 30+ words per minute assessment. 41 students (79%) met the objective and 11 students did not meet the objective.

Analysis & Evaluation

52 students completed the 1-minute error-free alpha timed writing at 30+ words per minute assessment. Students completed this assessment after completing 50% of the course. Students had to

type for 1-minute, not have any incorrect keystrokes, and type at least 30 words in that minute. 41 students were able to complete the assessment and 11 students did not successfully complete the assessment.

Changes as a Result of Evaluation

The objective was met. Changes are not necessary.

Analysis & Evaluation – Distance Learning

All students completed this assessment in a Distance Learning medium. 52 students completed the 1-minute error-free alpha timed writing at 30+ words per minute assessment. Students completed this assessment after completing 50% of the course. Students had to type for 1-minute, not have any incorrect keystrokes, and type at least 30 words in that minute. 1 student was able to complete the assessment and 11 students did not successfully complete the assessment.

Changes as a Result of Evaluation – Distance Learning

The objective was met. Changes are not necessary.

Computer Science Management Information System

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
Technology	Life and Physical Science	Reading Comprehension			
X					

Outcome Description

Students will demonstrate ability to: use Access to create a database using multiple data types, enter information into the created table, and create a report for the table.

Implementation Strategy

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

Assessment Method

The assessment of this will be determined by students completing a Access Project (ie "In the Lab 1, chapter 1"), which is specifically mapped to determine the level students have achieved the desired outcome. Using SAM will keep grading consistent.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading Only

The outcome will improve reading skills focused on comprehending, analyzing, interpreting, and evaluating problems.

Relationship to General Education Outcomes

The outcome directly relates to students ability to utilize computer based technology by accessing information, analyzing and solving a problem and communicating a solution by accomplishing an assigned project.

Results

Data Summary

Eighty one per cent (81%) of students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcome in all classes. Eighty one per cent (81%) of students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcome in face to

face or hybrid classes. Eighty eight per cent (81%) of students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcome in distance classes.

Analysis & Evaluation

Eighty one per cent (81%) of students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcome in all classes.

Changes as a Result of Evaluation

Since eighty one percent (81%) 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.

Analysis & Evaluation – Distance Learning

Eighty eight per cent (81%) of students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcome in distance classes.

Changes as a Result of Evaluation – Distance Learning

Since eighty one percent (81%) of the students in distance classes 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 Management Information System

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
Technology	Life and Physical Science	Reading Comprehension			
X					

Outcome Description

Students will demonstrate ability to: insert and format a header in a WORD document, including automatic page numbers.

Implementation Strategy

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

Assessment Method

The assessment of this will be determined by students completing a Word Project (ie “In the Lab 1, chapter 2”), which is specifically mapped to determine the level students have achieved the desired outcome. Using SAM will keep grading consistent.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading Only

The outcome will improve reading skills focused on comprehending, analyzing, interpreting, and evaluating problems.

Relationship to General Education Outcomes

The outcome directly relates to students ability to utilize computer based technology by accessing information, analyzing and solving a problem and communicating a solution by accomplishing an assigned project..

Results

Data Summary

Eighty five per cent (85%) of students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcome in all classes. Eighty four per cent (84%) of students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcome in face to

face or hybrid classes. Eighty eight per cent (88%) of students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcome in distance classes.

Analysis & Evaluation

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

Changes as a Result of Evaluation

Since eighty five percent (85%) 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.

Analysis & Evaluation – Distance Learning

Eighty eight per cent (88%) of students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcome in distance classes.

Changes as a Result of Evaluation – Distance Learning

Since eighty eight percent (88%) of the students in distance classes 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 Management Information System

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
Technology	Life and Physical Science	Reading Comprehension			
X					

Outcome Description

Students will demonstrate ability to: use PowerPoint to create a presentation using multiple slide layouts, and inserting and resizing pictures.

Implementation Strategy

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

Assessment Method

The assessment of this will be determined by students completing a PowerPoint Project (ie “In the Lab 1, chapter 2”), which is specifically mapped to determine the level students have achieved the desired outcome. Using SAM will keep grading consistent

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading Only

The outcome will improve reading skills focused on comprehending, analyzing, interpreting, and evaluating problems.

Relationship to General Education Outcomes

The outcome directly relates to students ability to utilize computer based technology by accessing information, analyzing and solving a problem and communicating a solution by accomplishing an assigned project.

Results

Data Summary

Ninety three per cent (93%) of students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcome in all classes. Ninety three per cent (93%) of students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcome in face to

face or hybrid classes. Ninety two per cent (92%) of students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcome in distance classes.

Analysis & Evaluation

Ninety three per cent (93%) of students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcome in all classes.

Changes as a Result of Evaluation

Since ninety three percent (93%) 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.

Analysis & Evaluation – Distance Learning

Ninety two per cent (92%) of students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcome in distance classes.

Changes as a Result of Evaluation – Distance Learning

Since ninety two percent (92%) of the students in distance classes 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.

Early Childhood Development

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X				X	X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will understand the differences in the four styles of parenting.

Implementation 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.

Assessment Method

Assessment will be determined by a specifically developed examination to be given after the presentation of material covering the desired outcome.

Criterion (Expected Outcome)

70% of the students assessed will show mastery of 60% of the examination.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

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

Relationship to General Education Outcomes

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. Through assignments and homework, students will develop personal study habits that will enable them to be more responsible in their daily interactions.

Results

Data Summary

Analysis & Evaluation

13 students enrolled / 13 students tested A - 9 B - 1 C - 0 D - 1 F - 2** 11 students tested or 85 % made 60 or above- *** 2 students tested or 15% failed.

Changes as a Result of Evaluation

None

Analysis & Evaluation – Distance Learning

25 students enrolled / 18 students tested A - 6 B - 1 C - 5 D - 1 F - 5** 13 students tested or 72 % made 60 or above- *** 5 students tested or 28 % failed.

Changes as a Result of Evaluation – Distance Learning

None

Early Childhood Development

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X				X	X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will be able to evaluate the various theories of child development.

Implementation 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.

Assessment Method

Assessment will be determined by a specifically developed examination to be given after the presentation of material covering the desired outcome.

Criterion (Expected Outcome)

70% of the students assessed will show mastery of 60% of the examination.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

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

Relationship to General Education Outcomes

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. Through assignments and homework, students will develop personal study habits that will enable them to be more responsible in their daily interactions.

Results

Data Summary

Analysis & Evaluation

13 students enrolled / 13 students tested A - 10 B - 1 C - 0 D - 1 F - 1** 12 students tested or 92 % made 60 or above- *** 1 students tested or 8 % failed.

Changes as a Result of Evaluation

None

Analysis & Evaluation – Distance Learning

25 students enrolled / 19 students tested A - 5 B - 2 C - 7 D - 2 F - 3** 16 students tested or 84 % made 60 or above- *** 3 students tested or 16% failed.

Changes as a Result of Evaluation – Distance Learning

None

Early Childhood Development

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X				X	X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will gain an understanding on how identity is formed in adolescence.

Implementation 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.

Assessment Method

Assessment will be determined by a specifically developed examination to be given after the presentation of material covering the desired outcome.

Criterion (Expected Outcome)

70% of the students assessed will show mastery of 60% of the examination.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

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

Relationship to General Education Outcomes

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. Through assignments and homework, students will develop personal study habits that will enable them to be more responsible in their daily interactions.

Results

Data Summary

Analysis & Evaluation

13 students enrolled / 13 students tested A - 13 B - 0 C - 0 D - 0 F - 0** 13 students tested or 100 % made 60 or above- *** 0 students tested or 0% failed.

Changes as a Result of Evaluation

None

Analysis & Evaluation – Distance Learning

25 students enrolled / 17 students tested A - 10 B - 4 C - 1 D - 1 F - 0** 17 students tested or 100 %
made 60 or above- *** 0 students tested or 0% failed.

Changes as a Result of Evaluation – Distance Learning

None

Early Childhood Development

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X				X	X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will become aware of the symptoms, possible origins and treatment of attention-deficit hyperactive disorder (ADHD).

Implementation 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.

Assessment Method

Assessment will be determined by a specifically developed examination to be given after the presentation of material covering the desired outcome.

Criterion (Expected Outcome)

70% of the students assessed will show mastery of 60% of the examination.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

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

Relationship to General Education Outcomes

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. Through assignments and homework, students will develop personal study habits that will enable them to be more responsible in their daily interactions.

Results

Data Summary

Analysis & Evaluation

13 students enrolled / 13 students tested A - 13 B - 0 C - 0 D - 0 F - 0** 13 students tested or 100 % made 60 or above- *** 0 students tested or 0% failed.

Changes as a Result of Evaluation

None

Analysis & Evaluation – Distance Learning

25 students enrolled / 17 students tested A - 10 B - 4 C - 1 D - 1 F - 0** 17 students tested or 100 %
made 60 or above- *** 0 students tested or 0% failed.

Changes as a Result of Evaluation – Distance Learning

None

Economics (ECON 2301)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X	X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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.

Assessment 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.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

The textbook for this course requires a high level of comprehension and students will be expected to read the material out of class. The multiple choice questions are drawn from the publisher's test bank and reading skills will play an important role in successful completion of those particular questions. Students will also have to initiate discussions and perhaps reading of current events to be prepared for the higher level of critical thinking that some of the questions will require.

Relationship to General Education Outcomes

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.

Results

Data Summary

67% of the students made 70% or above for this Leap.

Analysis & Evaluation

Were within 3% of the stated objective.

Changes as a Result of Evaluation

Present methods are within range of the stated goal. Will concentrate more on critical thinking.

Analysis & Evaluation – Distance Learning

83% of the students performed at 70% or above the stated objective. Criteria met.

Changes as a Result of Evaluation – Distance Learning

Present methods effective. No changes needed.

Economics (ECON 2301)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X	X			
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation 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 online discussions that will encourage critical thinking and problem solving as it relates to the use of monetary and fiscal policy.

Assessment 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.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

The textbook and multiple choice questions will evaluate the ability of the students to read and comprehend the technical information related to the academics of monetary and fiscal policy. Student discussions and outside reading should encourage students to become involved in their education in terms of academics and real world issues.

Relationship to General Education Outcomes

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.

Results

Data Summary

70% of the students performed at 70% of the stated objective.

Analysis & Evaluation

Criteria met.

Changes as a Result of Evaluation

Present methods effective. No changes needed.

Analysis & Evaluation – Distance Learning

84% of students obtained 70% or more of the stated objective. Criteria met.

Changes as a Result of Evaluation – Distance Learning

Present methods effective. No changes needed.

Economics (ECON 2301)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X	X			
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation 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.

Assessment 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 to international economics, globalization and government policies that relate to same.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

The textbook for this course requires a high level of comprehension and students will be expected to read the material out of class. The multiple choice questions are drawn from the publisher's test bank and reading skills will play an important role in successful completion of those particular questions. Students will also have to initiate discussions and perhaps reading of current events to be prepared for the higher level of critical thinking that some of the questions will require.

Relationship to General Education Outcomes

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.

Results

Data Summary

75% of the students performed at 70% of the stated objective.

Analysis & Evaluation

Criteria met.

Changes as a Result of Evaluation

Present methods effective. No changes needed.

Analysis & Evaluation – Distance Learning

83% of the students performed at 70% of the stated objective. Criteria met.

Changes as a Result of Evaluation – Distance Learning

Present methods effective. No changes needed.

Economics (ECON 2302)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X	X			
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation 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 online discussions that will encourage critical thinking and problem solving as it relates to market failure, public choice, and special-interest group politics.

Assessment 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.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

The textbook and multiple choice questions will evaluate the ability of the students to read and comprehend the purpose, tools, problems, intended, and unintended effects of market failure, public choice, and special-interest group politics. Student discussions, outside reading, and public forum participation should encourage students to become involved in their education in terms of academics and real world issues.

Relationship to General Education Outcomes

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 purpose, tools, problems, intended, and unintended effects of market failure, public choice, and special-interest group politics.

Results

Data Summary

77% of the students performed at 70% of the stated objective.

Analysis & Evaluation

Criteria met.

Changes as a Result of Evaluation

Present methods effective. No changes needed.

Analysis & Evaluation – Distance Learning

80% of the students performed at 70% of the stated objective. Criteria met.

Changes as a Result of Evaluation – Distance Learning

Present methods effective. No changes needed.

Economics (ECON 2302)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X	X			
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation 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.

Assessment 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.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

The textbook for this course requires a high level of comprehension and students will be expected to read the material out of class. The multiple choice questions are drawn from the publisher's test bank and reading skills will play an important role in successful completion of those particular questions. Students will also have to initiate discussions and perhaps reading of current events to be prepared for the higher level of critical thinking that some of the questions will require.

Relationship to General Education Outcomes

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.

Results

Data Summary

73% of the students performed at 70% of the stated objective.

Analysis & Evaluation

Criteria met.

Changes as a Result of Evaluation

Present methods effective. No changes needed.

Analysis & Evaluation – Distance Learning

80% of the students performed at 70% of the stated objective. Criteria met.

Changes as a Result of Evaluation – Distance Learning

Present methods effective. No changes needed.

Economics (ECON 2302)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X	X			
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

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

Implementation 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.

Assessment 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.

Criterion (Expected Outcome)

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

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

The textbook for this course requires a high level of comprehension and students will be expected to read the material out of class. The multiple choice questions are drawn from the publisher's test bank and reading skills will play an important role in successful completion of those particular questions. Students will also have to initiate discussions and perhaps reading of current events to be prepared for the higher level of critical thinking that some of the questions will require.

Relationship to General Education Outcomes

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.

Results

Data Summary

71% of the students performed at 70% of the stated objective.

Analysis & Evaluation

Criteria met.

Changes as a Result of Evaluation

Present methods effective. No changes needed.

Analysis & Evaluation – Distance Learning

85% of the students performed at 70% of the stated objective. Criteria met.

Changes as a Result of Evaluation – Distance Learning

Present methods effective. No changes needed.

Management Education

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will explain what practical steps managers can take to improve ethical decision making in the work environment.

Implementation 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.

Assessment Method

At the end of each term, students in MGMT 1327 will be assessed after the material is covered, using a course exam over the topic of "ethical decision making in the work environment".

Criterion (Expected Outcome)

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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

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

Relationship to General Education Outcomes

This outcome relates to the students ability to comprehend and communicate, analyze, interpret and evaluate printed materials and work effectively with others. The students will have to use the above General Education Outcomes to be successful when making ethical decisions in the work environment.

Results

Data Summary

Analysis & Evaluation

In the Principles of Management lecture class, 12 students took Exam 1, which covers steps managers can take to improve ethical decision making in the work environment. Nine (9) of the 12 students met

the objective by making a score of 70 or better. The overall class objective was met because 75% of the class members that took the exam met the learning outcome.

Changes as a Result of Evaluation

I will continue my current teaching strategies as before since the learning outcome was met.

Analysis & Evaluation – Distance Learning

In the Principles of Management online class, 41 students took Exam 1, but only 29 met the objective by making a score of 70 or better. The goal of 75% of the students would be able to achieve 70 or above was not met, since only 71% scored 70 or above.

Changes as a Result of Evaluation – Distance Learning

I have added more learning tools (Power point lecture slides and study guides) in the design of my online class and will encourage the students to utilize these resources for better content mastery.

Management Education

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will explain the importance of effective market segmentation and the four bases for segmenting markets.

Implementation 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.

Assessment Method

At the end of each term, students in MRKG 1311 will be assessed after the material is covered, using a course exam over the topic of "effective market segmentation and the four bases for segmenting markets."

Criterion (Expected Outcome)

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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

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

Relationship to General Education Outcomes

This outcome relates to the students ability to comprehend and communicate, analyze, interpret and evaluate printed materials and work effectively with others. The students will have to use the above General Education Outcomes to be successful in today's competitive workplace.

Results

Data Summary

Analysis & Evaluation

In the Principles of Marketing lecture class, 9 students took Exam 2, which covers effective marketing segmentation and the four bases for segmenting markets. Seven (7) of the 9 students met the objective

by making a score of 70 or better. The overall class objective was met because 78% of the class members that took the exam met the learning outcome.

Changes as a Result of Evaluation

I have added interactive assignments and chapter simulations to engage the students and reinforce the course content.

Analysis & Evaluation – Distance Learning

In the Principles of Marketing class, 16 students took Exam 2 and 13 met the objective by making a score of 70 or better. The overall class objective was met because 81% of the class members that took the exam met the learning outcome.

Changes as a Result of Evaluation – Distance Learning

In my online Marketing class, I will continue to add interactive assignments and chapter simulations to reinforce the course content.

Management Education

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X					X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will explain the importance of communication for effective supervisory management and the major channels of communication utilized by supervisor.

Implementation 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.

Assessment Method

At the end of the Fall 2015 term, students in BMGT 1301 will be assessed after the material is covered, using a course exam over the topic of "the importance of communication for effective supervisory management and the major channels of communication available to utilize."

Criterion (Expected Outcome)

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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

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

Relationship to General Education Outcomes

This outcome relates to the students ability to comprehend and communicate, analyze, interpret and evaluate printed materials and work effectively with others. The students will have to use the above General Education Outcomes to be successful in today's competitive workplace.

Results

Data Summary

Analysis & Evaluation

In the Supervision lecture class, 8 students took Exam 1, which covers the importance of communication for effective supervisory management and the major channels of communication available to the

supervisor. All of the student met the objective by making a score of 70 or better. The overall class objective was met because 100% of the class members that took the exam met the learning outcome.

Changes as a Result of Evaluation

I will continue my current teaching strategies as before since the learning outcome was met.

Analysis & Evaluation – Distance Learning

In the Supervision online class, 20 students took Exam 1, and 16 met the objective by making a score of 70 or better. The goal of 75% of the students would be able to achieve 70 or above was met, since 80% of the class members that took the exam met the learning outcome.

Changes as a Result of Evaluation – Distance Learning

In my online class, I will continue my current teaching strategies since the learning outcome was met.

TDCJ Vocational

Air Conditioning and Refrigeration (TDCJ)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

All students will be able to demonstrate an understanding of The Principles of Air Conditioning & Refrigeration. This includes being able to identify the basic tools as well as working with copper tubing and piping, pipefitting and bending, brazing, bending, using electrical meters and tools, identifying the components of a refrigeration system, to perform simple refrigeration system adjustments and electrical repairs.

Implementation Strategy

Students will: Attend daily classes, Use interactive software, Observe instructional videos and slide/power point presentations, Perform hands-on training exercises and skills checks, Use of textbook, manuals and a variety of handouts

Assessment Method

Throughout the cycle the knowledge of each student in A/C and Refrigeration will be evaluated using our locally developed written test along with the observation of their performance of the skills that identify their individual level of knowledge and demonstrate an acceptable understanding of the course curriculum.

Criterion (Expected Outcome)

80% of all students will have achieved an acceptable level of performance in demonstrating and understanding of A/C controls.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

A/C and Refrigeration is one of several vocational programs at the Texas Department of Criminal Justice that is offered through TVCC. Students obtain the proper training in this field and this is all part of the Occupational Education and other TVCC General Education Outcome.

Relationship to General Education Outcomes

In observing the students, I found that 80% comprehend the subject matter as is reflected in the overall testing scores. However, in order to improve the hands-on training, the students are in need of more time and equipment for diagnostic/training purposes.

Results

Data Summary

Analysis & Evaluation

We found that the testing process we are using which includes written as well as hands on testing creates a balance of understanding the student can accomplish. So far we have achieved the scores to reflect that understanding.

Changes as a Result of Evaluation

We have found that a higher percentage of the students respond better to hands on training so we are in the process of increasing our lab time to accommodate that need.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Air Conditioning and Refrigeration (TDCJ)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

All students will be able to demonstrate an understanding of A/C Controls. Students will learn how to install, adjust, repair and calibrate most controls affiliated with this industry. We will observe these controls in operation and test them using a variety of testing instruments. The students will be given an opportunity to test their skills.

Implementation Strategy

Students will: Attend daily classes. Use interactive software. Observe instructional training videos and slide/power point presentations. Perform hands-on training videos and slide/power point presentations. Perform hands-on training exercises and skills checks. Read from textbooks as well as manuals and provided handouts, a variety of different sources in curriculum materials.

Assessment Method

Throughout the cycle the knowledge of each student in A/C Controls will be evaluated using our locally developed written tests; along with the observation of their performance of the skills that identify their individual level of knowledge and demonstrate an acceptable understanding of the course curriculum.

Criterion (Expected Outcome)

80% of all students will have achieved an acceptable level of performance (acceptable level measured at being 75% or better) in demonstrating and understanding of A/C Controls.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

A/C and Refrigeration is one of several vocational programs at the Texas Department of Criminal Justice that is offered through TVCC. Students obtain the proper training in this field and this is all part of the Occupational Education and other TVCC General Education Outcome.

Relationship to General Education Outcomes

Results

Data Summary

Analysis & Evaluation

We have found the testing process we are using is creating a balance that shows positive results in understanding the curriculum

Changes as a Result of Evaluation

We have found that a higher percentage of students are responding better to hands on testing so we have and are in the process of creating more hands on projects to assist in the learning process.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Air Conditioning and Refrigeration (TDCJ)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				X
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

This course is structured to acquaint the student with an understanding of Gas & Electric Heating systems and make effective evaluations of repairs to these systems. All students will be able to accurately size equipment to a building or house by calculating the heat loss and heat gain on a load calculating chart. Installation of this type of equipment will also be addressed.

Implementation Strategy

Students will: Attend daily classes. Use Interactive software. Observe Instructional training videos. Perform hands-on training exercises. Read from a variety of different sources to include but not limited to textbooks, manuals and handouts.

Assessment Method

Throughout the cycle the knowledge of each student in A/C & Refrigeration will be evaluated using our locally developed written tests; along with the observation of their performance of the skills that identify their individual level of knowledge and demonstrate an acceptable understanding of the course curriculum.

Criterion (Expected Outcome)

80% of all students will have achieved an acceptable level of performance in demonstrating and understanding of the Operation of Gas & Electric Heating Systems.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

A/C and Refrigeration is one of several vocational programs at the Texas Department of Criminal Justice that is offered through TVCC. Students obtain the proper training in this field and this is all part of the Occupational Education and other TVCC General Education Outcome.

Relationship to General Education Outcomes

In observing the students, I found that 80% comprehend the subject matter as is reflected in the overall testing scores. However, in order to improve the hands-on training, the students are in need of more time and equipment for diagnostic/training purposes.

Results

Data Summary

Analysis & Evaluation

The testing methods we are using seem to create a balance of understanding needed to accomplish the level of competency that will allow the students to excel in this field.

Changes as a Result of Evaluation

We have found that a higher percentage of the students respond better to hands on testing so we have been and currently are increasing the amount of hands on projects in order to accomodate a better learning enviroment which will improve the students skills.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Auto Body Repair (TDCJ)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

The student will have the skill to apply plastic filler to the damaged area of a vehicle.

Implementation Strategy

Students will have a classroom lecture and a video by manufacturer of the plastic filler.

Assessment Method

The test panel will be visually and physically inspected by the instructor.

Criterion (Expected Outcome)

85% of the students will be able to perform the task without instructor supervision.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

The student will be able to demonstrate different levels of problem solving. Example: how to deal with low areas, deep scratches, and pinholes.

Relationship to General Education Outcomes

This outcome relates to the students ability to seek gainful employment in the collision repair field upon release.

Results

Data Summary

Analysis & Evaluation

The students were frustrated trying to work a large area first losing self confidence. They did learn the lesson but would be a better learning experience on a smaller scale first.

Changes as a Result of Evaluation

Changes have been made for damage repair on smaller areas in order to control application of filler and more control of the repairs by students.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning
N/A

Auto Body Repair (TDCJ)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

The student will learn the skill to repair damage to plastic panels on vehicles.

Implementation Strategy

The student will have a classroom lecture, view a video by 3M and instruction pamphlet.

Assessment Method

The test panel will be visually and physically inspected by the instructor.

Criterion (Expected Outcome)

85% of the students will be able to perform the task without instructor supervision.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading & Student Engagement

The student will be able to demonstrate different levels of problem solving. Example: how to repair different types of plastics from bumpers to grills.

Relationship to General Education Outcomes

This outcome relates to the students ability to seek gainful employment in the collision repair field upon release.

Results

Data Summary

Analysis & Evaluation

The students were very interested in repairing plastics, lesson learned.

Changes as a Result of Evaluation

No changes needed on plastic repair lesson at this time.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Auto Body Repair (TDCJ)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

The student will have the skill to properly mask a vehicle to be primed and painted.

Implementation Strategy

The students will have a classroom lecture and video from 3M. The instructor will give hands on demonstration.

Assessment Method

The student will be able to apply masking paper to a vehicle to be primed and painted.

Criterion (Expected Outcome)

85% of the students will be able to finish task without instructor.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

The student will be able to demonstrate different levels of problem solving. Example: Trouble shooting different taping methods for priming, spot repair and complete overall.

Relationship to General Education Outcomes

This outcome relates to the students ability to seek gainful employment in the collision repair field upon release.

Results

Data Summary

Analysis & Evaluation

Multiple students on a taping project causes confusion, only four students on a project at a time.

Changes as a Result of Evaluation

Only four students per project on taping lesson.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning
N/A

Automotive Technology (TDCJ)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X				X
Technology	Life and Physical Science	Reading Comprehension			
X		X			

Outcome Description

The student will be able to identify systems that affect vehicle performance.

Implementation Strategy

Students will gain knowledge of vehicle systems through textbook assignments, lectures, and laboratory demonstrations.

Assessment Method

1. Each student will be tested on vehicle systems. 2. Each student will be required to properly identify vehicle systems in the laboratory.

Criterion (Expected Outcome)

75% of students will be able to correctly identify vehicle systems with a success rate of 85%

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

Students will be able to identify vehicle systems by using research material and computer information programs.

Relationship to General Education Outcomes

Students will become motivated to achieve higher levels of education through problem solving and demonstrate critical thinking through problem solving.

Results

Data Summary

Data used was collected via written test and observations in the lab.

Analysis & Evaluation

Students were tested and observed identifying vehicle systems. 90% passed.

Changes as a Result of Evaluation

None

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Automotive Technology (TDCJ)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X				X
Technology	Life and Physical Science	Reading Comprehension			
X		X			

Outcome Description

The student will be able to diagnose and repair / replace sensors and actuators that effect vehicle driveability.

Implementation Strategy

Students will gain knowledge of sensors and actuators, how each function, and their relationship to the modern automobile by attending lectures and laboratory assignments.

Assessment Method

1. Each student will be tested on classroom lectures.2. Each student will be required to complete the skill assessment on sensors and actuators.

Criterion (Expected Outcome)

75% of students will be able to correctly identify, diagnose, and replace sensors and actuators with a success rate of 85%

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

Students will be able to properly diagnose sensors and actuators based upon specifications by using research material and computer information programs.

Relationship to General Education Outcomes

Students will become motivated to achieve higher levels of education through problem solving and demonstrate critical thinking through problem solving.

Results

Data Summary

Data used was collected from written test and observations in the lab.

Analysis & Evaluation

Students were tested and observed identifying, testing, and replacing sensors and actuators with a success rate of 95%.

Changes as a Result of Evaluation

New technology will be implemented for the next cycle due to changes with modern vehicle systems.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Automotive Technology (TDCJ)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X				X
Technology	Life and Physical Science	Reading Comprehension			
X		X			

Outcome Description

The student will be able to properly diagnose fuel systems on the modern automobile.

Implementation Strategy

Students will acquire knowledge and skills of vehicle fuel systems by attending lectures and laboratory demonstrations.

Assessment Method

1. Each student will be tested on vehicle fuel systems. 2. Each student will be required to properly identify vehicle fuel systems.

Criterion (Expected Outcome)

75% of students will be able to correctly identify, diagnose, vehicle fuel systems with a success rate of 85%

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

Students will be able to identify and diagnose vehicle fuel systems based upon specifications by using research material and computer information programs.

Relationship to General Education Outcomes

Students will become motivated to achieve higher levels of education through problem solving and demonstrate critical thinking through problem solving.

Results

Data Summary

Students were tested and observed identifying fuel system components both in the class room and in the lab.

Analysis & Evaluation

The students were tested and observed diagnosing and repairing the modern fuel system with a success rate of 90%.

Changes as a Result of Evaluation

None

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

BusinessComputer (TDCJ)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X				
Technology	Life and Physical Science	Reading Comprehension			
		X			

Outcome Description

Student will understand basic concepts of document design and be able to create and edit Microsoft Office Word documents.

Implementation Strategy

Students will read textbooks, work through assigned hands-on materials in Microsoft Word and take quizzes after each chapter / module. Student will also read handouts and participate in all classroom discussions. Instructor will assist students both individually and corporately to help ensure student success. All information is given in a manner that will encourage the student to interact with technology

Assessment Method

Student progress will assessed through project completion, quiz completion and instructor review. A completed project will demonstrate student understanding of the applications features as applied to the real world situation from the textbook.

Criterion (Expected Outcome)

80% of students will achieve an average grade of 75 or above on all assessment activities.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

Success in BCIS is founded upon the student engaging the technology / software in task of solving a real world problems. Software can only learned by using it; the student must engage it to master it.

Relationship to General Education Outcomes

Oral and written communication skills are one of the essential skills necessary for success in free world employment. Reading comprehension is necessary for understanding policies and practices of any free world employment setting. Critical thinking skill is necessary to collect information on an issue, evaluate potential solutions and their effects and then choose the most appropriate.

Results

Data Summary

Students have met the pass ratio that is with in the guide lines that were set previously.

Analysis & Evaluation

The classes have met all required material and therefore do not require any changes as of this evaluation.

Changes as a Result of Evaluation

There will be no changes due to the evaluation that has been completed.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

BusinessComputer (TDCJ)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X				
Technology	Life and Physical Science	Reading Comprehension			
		X			

Outcome Description

Student will understand basic concepts of spreadsheet design and be able to create and edit Microsoft Office Excel spreadsheets.

Implementation Strategy

Students will read textbook, work through assigned hands-on materials in Microsoft Excel and take quizzes after each chapter / module. Student will also read handouts and participate in all classroom discussions. Instructor will assist students both individually and corporately to help ensure student success. All information is given in a manner that will encourage the student to interact with technology.

Assessment Method

Student progress will assessed through project completion, quiz completion and instructor review. A completed project will demonstrate student understanding of the applications features as applied to the real world situation from the textbook.

Criterion (Expected Outcome)

80% of students will achieve an average grade of 75 or above on all assessment activities.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

Success in BCIS is founded upon the student engaging the technology / software in task of solving a real world problems. Software can only learned by using it; the student must engage it to master it.

Relationship to General Education Outcomes

Oral and written communication skills are one of the essential skills necessary for success in free world employment. Reading comprehension is necessary for understanding policies and practices of any free world employment setting. Critical thinking skill is necessary to collect information on an issue, evaluate potential solutions and their effects and then choose the most appropriate.

Results

Data Summary

The class pass ratio is within the recommended guide lines.

Analysis & Evaluation

Students have been on a steady pass rate for this class.

Changes as a Result of Evaluation

With the evaluation of the class grades we will strive to continue on the present course without any changes.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

BusinessComputer (TDCJ)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X				
Technology	Life and Physical Science	Reading Comprehension			
		X			

Outcome Description

Student will understand basic concepts of database design and be able to create and edit Microsoft Office Access databases.

Implementation Strategy

Students will read textbook, work through assigned hands-on materials in Microsoft Access and take quizzes after each chapter / module. Student will also read handouts and participate in all classroom discussions. Instructor will assist students both individually and corporately to help ensure student success. All information is given in a manner that will encourage the student to interact with technology.

Assessment Method

Student progress will assessed through project completion, quiz completion and instructor review. A completed project will demonstrate student understanding of the applications features as applied to the real world situation from the textbook.

Criterion (Expected Outcome)

80% of students will achieve an average grade of 75 or above on all assessment activities.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

Success in BCIS is founded upon the student engaging the technology / software in task of solving a real world problems. Software can only learned by using it; the student must engage it to master it.

Relationship to General Education Outcomes

Oral and written communication skills are one of the essential skills necessary for success in free world employment. Reading comprehension is necessary for understanding policies and practices of any free world employment setting. Critical thinking skill is necessary to collect information on an issue, evaluate potential solutions and their effects and then choose the most appropriate.

Results

Data Summary

Students have met the required pass rate according to the previous evaluation.

Analysis & Evaluation

The students have met the required pass ratio that was set previously.

Changes as a Result of Evaluation

There will not be any changes required due to the fact that the pass ratio is as required for this time period.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

BusinessComputer (TDCJ)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X				
Technology	Life and Physical Science	Reading Comprehension			
		X			

Outcome Description

Student will understand basic concepts of presentation design and be able to create and edit Microsoft Office PowerPoint presentations.

Implementation Strategy

Students will read textbook, work through assigned hands-on materials in Microsoft PowerPoint and take quizzes after each chapter / module. Student will also read handouts and participate in all classroom discussions. Instructor will assist students both individually and corporately to help ensure student success. All information is given in a manner that will encourage the student to interact with technology.

Assessment Method

Student progress will assessed through project completion, quiz completion and instructor review. A completed project will demonstrate student understanding of the applications features as applied to the real world situation from the textbook.

Criterion (Expected Outcome)

80% of students will achieve an average grade of 75 or above on all assessment activities.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

Success in BCIS is founded upon the student engaging the technology / software in task of solving a real world problems. Software can only learned by using it; the student must engage it to master it.

Relationship to General Education Outcomes

Oral and written communication skills are one of the essential skills necessary for success in free world employment. Reading comprehension is necessary for understanding policies and practices of any free world employment setting. Critical thinking skill is necessary to collect information on an issue, evaluate potential solutions and their effects and then choose the most appropriate.

Results

Data Summary

Students have met the required pass rate according to the previous evaluation.

Analysis & Evaluation

The students have met the required pass ratio that was set previously.

Changes as a Result of Evaluation

There will not be any changes required due to the fact that the pass ratio is as required for this time period.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Computer Information Technology (TDCJ)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			
X					

Outcome Description

The students will demonstrate an understanding of personal computer hardware, basic computer repair procedures, computer system functions, and the Operating system software needed for basic computer repair and operation.

Implementation Strategy

The Students will: attend Lectures read the textbooks or handouts watch hands-on or Multimedia demonstrations perform hands-on computer labs Complete in-class and out-of-class assignments from the textbooks and or handouts.

Assessment 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 systems, components and an understanding of software and hardware interaction for PC repairs and operation. At the end of each cycle, students will be able to take a computer apart, verify component functionality, re-assemble the computer system, and then install an Operating system on the computer.

Criterion (Expected Outcome)

75% of the students will perform at an average of 72% or above on the instructor examinations and course assignments and will complete a computer tear down, rebuild, and install an operating system on a computer.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

NA

Relationship to General Education Outcomes

Students will gain an understanding of how to use computer technology for a variety of information access, problem solving and communication.

Results

Data Summary

100% of the students performed at an average of 72% or above on the instructor examinations and course assignments and completed a computer tear down, rebuild, and installed an operating system on a computer.

Analysis & Evaluation

Since all students are performing at or above the 72 % rate, No changes will be made at this time.

Changes as a Result of Evaluation

N/A

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Computer Information Technology (TDCJ)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
Technology	Life and Physical Science	Reading Comprehension			
X					

Outcome Description

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.

Implementation Strategy

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.

Assessment Method

75% of the students will perform at an average of 72% or above on the instructor examinations and course assignments.

Criterion (Expected Outcome)

No

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

N/A

Relationship to General Education Outcomes

None

Results

Data Summary

Since 100% of my students achieved a 72% or higher passing grade, it would appear my goals are being met. So no changes at this time.

Analysis & Evaluation

Students are performing at a satisfactory level at this time. So No changes are expected to be made.

Changes as a Result of Evaluation

N/A

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning
N/A

Computer Information Technology (TDCJ)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
Technology	Life and Physical Science	Reading Comprehension			
X					

Outcome Description

The Students will demonstrate an understanding of a structured computer program. They will demonstrate the use of and Program Development environment to Create, Save, Modify, Compile, and Execute, structured programs. They will use the three basic computer structures: Sequence, Decision, and Repetition structures as well as other programming techniques in these programs.

Implementation 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.

Assessment 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.

Criterion (Expected Outcome)

75% of the students will perform at an average of 72% or above on the instructor examinations and course assignments.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Relationship to General Education Outcomes

Student become familiar with Word Processing which will enable them to communicate better when they are released from TDCJ. They are also able to use other basic computer based software to be able to communicate in society.

Results

Data Summary

49 of 50 of the students performed at an average of 72% or above on the instructor examinations and course assignments and computer programs.

Analysis & Evaluation

Student outcomes are being met at this time. Students are learning introductory level program skills which they can apply in computer technology used to access, problem solve and communicate.

Changes as a Result of Evaluation

None at this time.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Construction/Carpentry (TDCJ)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will be able to demonstrate the safe use of a step ladder.

Implementation Strategy

Instructors will use lecture, demonstration and testing to allow the students to understanding the principles of ladder safety.

Assessment Method

Students will demonstrate their understanding of ladder safety by passing the examination and through demonstration ladder safety.

Criterion (Expected Outcome)

100 % of the students will make 100% of the ladder safety test.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

Relationship to General Education Outcomes

The student will, through demonstration show that they understand the proper use of a stepladder. The student will also demonstrate their critical thinking skills by explaining the the importance of safety training on the proper safe use of the stepladder.

Results

Data Summary

Analysis & Evaluation

100% of students made 100 on ladder safety test.

Changes as a Result of Evaluation

At this time no changes are needed due to 100% of students making 100 on test.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Construction/Carpentry (TDCJ)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will be able to demonstrate the use of a tape measure.

Implementation Strategy

Instructors will use lecture, demonstration and testing to allow the students to understand the principles of reading a tape measure.

Assessment Method

Students will demonstrate their understanding of reading the tape measure by passing the examination and through demonstrating the reading of a tape measure.

Criterion (Expected Outcome)

100 % of the students will make 100% on the tape measure reading test.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Relationship to General Education Outcomes

The students will be able to demonstrate critical thinking by reading the tape measure to within 1/32 of an inch and be able to add or subtract measurements.

Results

Data Summary

Analysis & Evaluation

100% of students made 100 on tape measure reading test.

Changes as a Result of Evaluation

At this time no changes needed . All requirements met.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Construction/Carpentry (TDCJ)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will be able to demonstrate the safe use of a table saw.

Implementation Strategy

Instructors will use lecture, demonstration and testing to allow the students to understand the principles of table saw safety.

Assessment Method

Students will demonstrate their understanding of table saw safety by passing the examination and through demonstrating table saw safety.

Criterion (Expected Outcome)

100% of the students will make 100% on the table saw safety test.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Relationship to General Education Outcomes

The students will demonstrate critical thinking by properly setting up the table saw for the required operation. This requires proper planning and shows understanding of the assigned task or operation.

Results

Data Summary

Analysis & Evaluation

100% of students passed table saw test .

Changes as a Result of Evaluation

No changes needed at this time due to 100% passing test with 100 score.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Drafting Technology (TDCJ)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				X
Technology	Life and Physical Science	Reading Comprehension			
X					

Outcome Description

The student will be able to construct orthographic views of mechanical parts complete with dimensions and center mark/line items.

Implementation Strategy

Through textbook reading assignments, lectures, class discussion, demonstrations, and assignments, the students will learn the necessary skills to create orthographic views with correct details.

Assessment Method

Near the beginning and the end of the course, individual students will be scored using a Rubric that evaluates their knowledge and performance of orthographic projections and details.

Criterion (Expected Outcome)

75% of the students will score a minimum of 13 points on the assessment Rubric.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Qualitative and quantitative critical thinking skills are needed to evaluate the projection process. Computer literacy is needed to understand and use the AutoCAD software. The student must develop skills and strategies as an engaged learner to apply the principles and processes involved.

Relationship to General Education Outcomes

This outcome directly relates to the students ability to engage in qualitative and quantitative critical thinking skills as the student analyzes the views given and determines what they are looking at and how it appears in the missing view. It causes the student to develop the required skills for these tasks and demonstrate that they can apply those needed skills.

Results

Data Summary

Analysis & Evaluation

The students met the criterion for this course.

Changes as a Result of Evaluation

I do not feel that any changes are required at this time.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Drafting Technology (TDCJ)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				X
Technology	Life and Physical Science	Reading Comprehension			
X					

Outcome Description

The students will be able to create and assemble parts using the AutoDesk Inventor 3D modeling program.

Implementation Strategy

Through textbook reading, lectures, demonstrations, and assignments the students will learn the skills necessary for solid modeling.

Assessment Method

An exit assignment will be administered to evaluate the student's knowledge base of the various aspects of the 3D solid modeling software.

Criterion (Expected Outcome)

70% of the class will have a minimum exit assignment average of 75 to show a minimum level of knowledge or that understanding is emerging or developing.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Qualitative and quantitative critical thinking skills are needed to evaluate the projection process. Computer literacy is needed to understand and use the AutoCAD software. The student must develop skills and strategies as an engaged learner to apply the principles and processes involved.

Relationship to General Education Outcomes

The students ability to engage in quantitative and qualitative critical thinking 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.

Results

Data Summary

Analysis & Evaluation

The students met the criterion for this course.

Changes as a Result of Evaluation

At this time I do not think any changes are required.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Drafting Technology (TDCJ)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X	X			X
Technology	Life and Physical Science	Reading Comprehension			
X					

Outcome Description

The students will be able to design and arrange a complete set of construction drawings for a residential structure.

Implementation Strategy

Through textbook reading, chapter questions, lectures, demonstrations, assignments, and code hand-outs, the students will learn the concepts of residential designs.

Assessment Method

Evaluation of the various aspects of the construction documents created by the student and an exit assignment will be used to assess the student's knowledge and abilities.

Criterion (Expected Outcome)

70% of the class will have an assignment and exit exam average of 75 to show a minimum level of knowledge.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Qualitative and quantitative critical thinking skills are needed to evaluate the projection process. Computer literacy is needed to understand and use the AutoCAD software. The student must develop skills and strategies as an engaged learner to apply the principles and processes involved.

Relationship to General Education Outcomes

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 to their project assignment.

Results

Data Summary

Analysis & Evaluation

The criterion for this course was met.

Changes as a Result of Evaluation

I see no need to implement changes at this time.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Electrical Technology (TDCJ)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			
		X			

Outcome Description

Students will demonstrate an understanding of the importance of safety in the field of electricity. Students will demonstrate an understanding of basic electricity including Ohm's law and the rules applicable to calculations of series, parallel and combination circuits. Students will also demonstrate an understanding of the National Electrical Codes and how to use the NEC to answer any question about the installation of electrical wiring and systems.

Implementation Strategy

Class discussions, lectures, outside reading will be used to expose students to the importance of safety, basic electrical theory and the National Electrical Code. Hands on lab assignments will also be used where applicable.

Assessment Method

All students will be measured by daily grades, workbook assignments, and tests. The acceptable passing percentage is 70.

Criterion (Expected Outcome)

90% of students will have a very good understanding of electrical safety, electrical theory and the National electrical code.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

Relationship to General Education Outcomes

This outcome is directly related to the student's ability to read comprehend and to demonstrate good basic math skills.

Results

Data Summary

Results are not available for this LEAP as the instructor left TVCC employment without documenting the course results. We will update processes when an instructor or division chair leaves TVCC to be sure we capture the needed course information in the future.

Analysis & Evaluation

N/A

Changes as a Result of Evaluation

N/A

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Electrical Technology (TDCJ)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			
		X			

Outcome Description

Students will demonstrate their ability to use blueprints and the National Electrical Code to install electrical circuits, equipment and systems for residential and commercial structures.

Implementation Strategy

Class discussions, lectures, outside readings, and hands on labs will be used to give students the necessary understand and skills required.

Assessment Method

All students will be measured by the use of daily grades, workbook assignments and test. The minimum passing grade is 70.

Criterion (Expected Outcome)

90% of all students will have an excellent understanding of residential and commercial electrical systems installations.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Student Engagement Only

Relationship to General Education Outcomes

Results

Data Summary

Results are not available for this LEAP as the instructor left TVCC employment without documenting the course results. We will update processes when an instructor or division chair leaves TVCC to be sure we capture the needed course information in the future.

Analysis & Evaluation

N/A

Changes as a Result of Evaluation

N/A

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning
N/A

Electrical Technology (TDCJ)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			
		X			

Outcome Description

Students shall demonstrate understanding of electrical power distribution, basic electrical systems calculations including planning and estimating for electrical systems installation. Students will demonstrate a good basic understanding of Hydraulic systems theory and system components.

Implementation Strategy

Class discussions, lectures, and outside readings including workbook assignments will be used to have students gain the understanding and skills required. Hands on labs will be used when possible.

Assessment Method

Daily work including participation and also tests will be utilized to measure all students mastery of the subjects. An acceptable passing score is 70% .

Criterion (Expected Outcome)

90% of students will achieve and excellent understanding of the subjects and skills.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading Only

Relationship to General Education Outcomes

Results

Data Summary

Results are not available for this LEAP as the instructor left TVCC employment without documenting the course results. We will update processes when an instructor or division chair leaves TVCC to be sure we capture the needed course information in the future.

Analysis & Evaluation

N/A

Changes as a Result of Evaluation

N/A

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning
N/A

Electronics Technology (TDCJ)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X	X			
Technology	Life and Physical Science	Reading Comprehension			
		X			

Outcome Description

Students will demonstrate understanding of DC and AC circuits, including resistive, capacitive and inductive circuits. Students will demonstrate the ability to utilize a DMM and Oscilloscope to take measurements and troubleshoot circuits. Students will demonstrate understanding of circuit schematics having the ability to read, draw and build circuits based on schematics.

Implementation Strategy

Students will attend Power Point lectures, white board problem demonstrations, and hands on training with the instructor. Students will also be responsible for reading each chapter and obtaining personal hands on experience as they work through each of the labs assigned. Special circuits will be assigned for the purpose of giving the students an opportunity to design simple circuits, applying what they have learned by developing their own schematic for their design and selecting the proper components to build the circuit. These circuits will also be used for developing troubleshooting skills by placing faulty components in the circuit and allowing the student to troubleshoot and repair the circuit.

Assessment Method

Students will be graded based on homework assignments, hands on lab assignments, standardized tests and observation of performance and technical abilities evaluation throughout the course. Each assignment is given and designed to test the students' ability to understand and comprehend the material covered in class as well as the reading assigned. All students will be responsible for completing the assignments and tests given. Final evaluation will be completed at the end of the course and student will verbally demonstrate the ability to explain, built and troubleshoot the circuit assigned.

Criterion (Expected Outcome)

80% of students will complete the course with a grade of "C" or better and be rewarded a certificate of completion.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

Relationship to General Education Outcomes

Reading Comprehension: This outcome directly relates to the student's ability to read and comprehend the material covered. This will help the student concerning real world application of obtaining and understanding technical manuals and data sheets on the job. Empirical and Quantitative Reasoning: This

outcome directly relates to the student's ability to use the math skills obtained throughout the course to analyze circuits and obtain proper meter reading values for test-points throughout the circuit. Critical Thinking: This outcome directly relates to the student's ability to display troubleshooting techniques and skills. The student will demonstrate his ability to analyze circuits and show logic and reasoning skills to determine solutions and ways to correct these error from occurring again in the future.

Results

Data Summary

At least 80% of the students successfully completed the course and were awarded a certificate. The methods given are being utilized and the students are experiencing success.

Analysis & Evaluation

At least 80% of all students were able to complete the course and successfully be awarded a certificate. Students were able to comprehend the analysis of the circuitry covered based on the homework, labs and tests assigned. Utilizing the current methods of teaching I am satisfied the the majority of the students are not only learning the material covered but also able to build the circuits assigned and put the skills learned in the textbook to practice.

Changes as a Result of Evaluation

The current methods of powerpoint lectures, board math and analysis, and lab assistance is working very well. The changes to the classroom over this period consist of increasing our time studying and building hands on labs with the PLC system and programming using the Basic Stamp software. A Lab assistant was also brought in to give each individual student more one on one help in building, understanding and troubleshooting the circuits built.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Electronics Technology (TDCJ)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			
		X			

Outcome Description

Students will demonstrate understanding of Solid State Circuits, including diodes, transistors, Thyristors and Integrated Circuits. Students will demonstrate and understanding of rectification, amplification, oscillation and operational amplifier circuits. Students will demonstrate the ability to utilize a DMM, Oscilloscope, Frequency Counter, LCR meter and Transistor test equipment to take measurements and troubleshoot circuits. Students will demonstrate understanding of circuit schematics having the ability to read, draw and build circuits based on schematics.

Implementation Strategy

Students will attend Power Point lectures, white board problem demonstrations, and hands on training with the instructor. Students will also be responsible for reading each chapter and obtaining personal hands on experience as they work through each of the labs assigned. Special circuits will be assigned for the purpose of giving the students an opportunity to design simple circuits, applying what they have learned by developing their own schematic for their design and selecting the proper components to build the circuit. These circuits will also be used for developing troubleshooting skills by placing faulty components in the circuit and allowing the student to troubleshoot and repair the circuit.

Assessment Method

Students will be graded based on homework assignments, hands on lab assignments, standardized tests and observation of performance and technical abilities evaluation throughout the course. Each assignment is given and designed to test the students' ability to understand and comprehend the material covered in class as well as the reading assigned. All students will be responsible for completing the assignments and tests given. Final evaluation will be completed at the end of the course and student will verbally demonstrate the ability to explain, built and troubleshoot the circuit assigned.

Criterion (Expected Outcome)

80% of students will complete the course with a grade of "C" or better and be rewarded a certificate of completion.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

Relationship to General Education Outcomes

Reading Comprehension: This outcome directly relates to the student's ability to read and comprehend the material covered. This will help the student concerning real world application of obtaining and understanding technical manuals and data sheets on the job. Empirical and Quantitative Reasoning: This outcome directly relates to the student's ability to use the math skills obtained throughout the course to analyze circuits and obtain proper meter reading values for test-points throughout the circuit. Critical Thinking: This outcome directly relates to the student's ability to display troubleshooting techniques and skills. The student will demonstrate his ability to analyze circuits and show logic and reasoning skills to determine solutions and ways to correct these error from occurring again in the future.

Results

Data Summary

At least 80% of the students successfully completed the course and were awarded a certificate. The methods given are being utilized and the students are experiencing success.

Analysis & Evaluation

At least 80% of all students were able to complete the course and successfully be awarded a certificate. Students were able to comprehend the analysis of the circuitry covered based on the homework, labs and tests assigned. Utilizing the current methods of teaching I am satisfied the the majority of the students are not only learning the material covered but also able to build the circuits assigned and put the skills learned in the textbook to practice.

Changes as a Result of Evaluation

The current methods of powerpoint lectures, board math and analysis, and lab assistance is working very well. The changes to the classroom over this period consist of increasing our time studying and building hands on labs with the PLC system and programming using the Basic Stamp software. A Lab assistant was also brought in to give each individual student more one on one help in building, understanding and troubleshooting the circuits built.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Electronics Technology (TDCJ)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
		X			
Technology	Life and Physical Science	Reading Comprehension			
		X			

Outcome Description

Students will demonstrate understanding of Digital Electronic Circuits, including logic gates, counters, encoders, decoders, flip flops, memory devices, LED displays, LCD displays, and VF displays. Students will demonstrate and understanding of analog to digital conversion and digital signal processing. Students will demonstrate the ability to utilize a DMM, Oscilloscope, Frequency Counter, Logic Probe and IC test equipment to take measurements and troubleshoot circuits. Students will demonstrate understanding of circuit schematics having the ability to read, draw and build circuits based on schematics.

Implementation Strategy

Students will attend Power Point lectures, white board problem demonstrations, and hands on training with the instructor. Students will also be responsible for reading each chapter and obtaining personal hands on experience as they work through each of the labs assigned. Special circuits will be assigned for the purpose of giving the students an opportunity to design simple circuits, applying what they have learned by developing their own schematic for their design and selecting the proper components to build the circuit. These circuits will also be used for developing troubleshooting skills by placing faulty components in the circuit and allowing the student to troubleshoot and repair the circuit.

Assessment Method

Students will be graded based on homework assignments, hands on lab assignments, standardized tests and observation of performance and technical abilities evaluation throughout the course. Each assignment is given and designed to test the students' ability to understand and comprehend the material covered in class as well as the reading assigned. All students will be responsible for completing the assignments and tests given. Final evaluation will be completed at the end of the course and student will verbally demonstrate the ability to explain, built and troubleshoot the circuit assigned.

Criterion (Expected Outcome)

80% of students will complete the course with a grade of "C" or better and be rewarded a certificate of completion.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Reading and Student Engagement

Relationship to General Education Outcomes

Reading Comprehension: This outcome directly relates to the student's ability to read and comprehend the material covered. This will help the student concerning real world application of obtaining and understanding technical manuals and data sheets on the job. Empirical and Quantitative Reasoning: This outcome directly relates to the student's ability to use the math skills obtained throughout the course to analyze circuits and obtain proper meter reading values for test-points throughout the circuit. Critical Thinking: This outcome directly relates to the student's ability to display troubleshooting techniques and skills. The student will demonstrate his ability to analyze circuits and show logic and reasoning skills to determine solutions and ways to correct these error from occurring again in the future.

Results

Data Summary

At least 80% of the students successfully completed the course and were awarded a certificate. The methods given are being utilized and the students are experiencing success.

Analysis & Evaluation

At least 80% of all students were able to complete the course and successfully be awarded a certificate. Students were able to comprehend the analysis of the circuitry covered based on the homework, labs and tests assigned. Utilizing the current methods of teaching I am satisfied the the majority of the students are not only learning the material covered but also able to build the circuits assigned and put the skills learned in the textbook to practice.

Changes as a Result of Evaluation

The current methods of powerpoint lectures, board math and analysis, and lab assistance is working very well. The changes to the classroom over this period consist of increasing our time studying and building hands on labs with the PLC system and programming using the Basic Stamp software. A Lab assistant was also brought in to give each individual student more one on one help in building, understanding and troubleshooting the circuits built.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Horticulture (TDCJ)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X				X
Technology	Life and Physical Science	Reading Comprehension			
		X			

Outcome Description

Students Will Demonstrate The Basic Knowledge Of How To Properly Fertilize A Greenhouse Crop Through A Growing Season.

Implementation Strategy

Practical Laboratory And Instructor Demonstration And Also Classroom Instruction.

Assessment Method

All Students Will Be Evaluated By Comprehensive Exams And Completion Of Practical Applications To Measure Understanding Of Principles Of How To Properly Fertilize A Greenhouse Crop During A Growing Season.

Criterion (Expected Outcome)

80% Of All Students Will Achieve Mastery. Students Will Be Able To Explain And Show Skills Of How To Fertilize A Greenhouse Crop.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Relationship to General Education Outcomes

Results

Data Summary

Analysis & Evaluation

85% Of All Students Met All Requirements To Fertilize A Greenhouse Crop During A Growing Season.

Changes as a Result of Evaluation

At This Time There Is No Changes To Be Made Expected Percentage Of Students Reached There Goal.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Horticulture (TDCJ)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X	X			X
Technology	Life and Physical Science	Reading Comprehension			
		X			

Outcome Description

Students Will Be Able To Demonstrate Different Methods Of Applying Insecticide To A Field Crop.

Implementation Strategy

Practical Laboratory Experience Will Be Outlined In Addition To Classroom Instruction.

Assessment Method

Comprehensive Test As Well As Instructor Evaluation Of Laboratory Exercises Will Determine Student Achievement.

Criterion (Expected Outcome)

85% Of All Students Will Achieve Mastery. Students Will Be Able To Explain And Outline The Basic Principles Of The Different Ways To Apply Insecticides To Field Crops.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Relationship to General Education Outcomes

Results

Data Summary

Analysis & Evaluation

95% Of The Students Did Master The Knowledge Of The Different Ways To Apply Insecticides To Field Crops.

Changes as a Result of Evaluation

At This Time There Are No Changes To Be Made More Students Than Expected Completed There Requirements.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Horticulture (TDCJ)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X				X
Technology	Life and Physical Science	Reading Comprehension			
		X			

Outcome Description

Students Will Be Able To Demonstrate Different Methods Of Applying Insecticide To A Field Crop.

Implementation Strategy

Practical Laboratory Experience Will Be Outlined In Addition To Classroom Instruction.

Assessment Method

Comprehensive Test As Well As Instructor Evaluation Of Laboratory Exercises Will Determine Student Achievement.

Criterion (Expected Outcome)

85% Of All Students Will Achieve Mastery. Students Will Be Able To Explain And Outline The Basic Principles Of The Different Ways To Apply Insecticides To Field Crops.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Relationship to General Education Outcomes

Results

Data Summary

Analysis & Evaluation

95% Of Students Mastered All Skills In Applying Insecticides To Field Crops.

Changes as a Result of Evaluation

At This Time There Is No Changes Needed More Students Completed Tasks Than Expected.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Mason/Masonry Education (TDCJ)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

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 safety of each.

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.

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.

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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

The student enrolled in masonry course will earn a certificate of completion as well as continuing education credit to be applied to their further education. Being well knowledgeable in this educational vocation course will excel them in the workforce of masonry.

Relationship to General Education Outcomes

This outcome relates directly to students ability to engage in quantitative and qualitative critical thinking, as understanding that each action a student makes them think ahead before they make a move or action when constructing with masonry products; teaching them that with each action, there will be a

reaction from the previous technique used. Students will learn to plan ahead as required to be a competent mason in the workforce. Allowing them to move forward on the project being built will allow the student to think ahead before making a correct move so a project can be properly constructed. This applies to real life actions made by students in the workforce.

Results

Data Summary

Analysis & Evaluation

95% of students achieved the goals that was set forth for them to learn in the use of masonry tools and planning of masonry class projects that was presented to them through the class curriculum.

Changes as a Result of Evaluation

students gained the know how in the instructions that was provided to them through the bookwork and hands on training teaching them the trade of bricklaying for gainful employment in the masonry industry.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Mason/Masonry Education (TDCJ)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
	X				
Technology	Life and Physical Science	Reading Comprehension			

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.

Implementation Strategy

Students will attend classes daily and on time. Observe training videos on bricklaying. Observe safety videos on operating power equipment and demonstrations.

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 in a one hour class period.

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.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Not Related to the Learning Initiative

Masonry is a continuing education credit vocational program offered which gives the student proper trade skills and knowledge of the masonry industry. This will increase the students opportunity for future employment.

Relationship to General Education Outcomes

By using the printed material and teacher lectures the student will demonstrate understanding of the presented material by passing the exams. The students will also be able to demonstrate understanding by lab demonstrating assigned task.

Results

Data Summary

Analysis & Evaluation

students are to progress with an 85% to 90% with one on one hands on and video training and use of text books.

Changes as a Result of Evaluation

more complicated and detailed project was introduced to curriculum.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Welding (TDCJ)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X			X	
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will be able to properly set up and adjust proper pressures for an oxy-acetylene track torch, and perform 30 degree bevel cuts for bend tests.

Implementation Strategy

Classroom discussion, observation of welding video, and instructor demonstration.

Assessment Method

At the conclusion of the cycle, each student will perform bevel cuts for bend tests under observation of the instructor. The grade will be pass/fail.

Criterion (Expected Outcome)

80% of the students will be able to perform the bevel cuts with the track torch.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Relationship to General Education Outcomes

Results

Data Summary

Analysis & Evaluation

Goal was met. 100% of students were able to light and adjust track torch, and to perform 30 degree bevel cuts.

Changes as a Result of Evaluation

No changes were made at this time due to the 100% success of the students.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Welding (TDCJ)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X			X	
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will be able to perform a vertical butt weld, a vertical t-weld, and a vertical multipas weld using the GMAW welding process.

Implementation Strategy

Classroom discussion, reading assignments from text, observing welding videos, and demonstration by the instructor.

Assessment Method

Classroom discussion, reading assignments from text, observing welding video, and demonstration by the instructor.

Criterion (Expected Outcome)

At the end of the cycle, each student will submit these welds to be visually inspected by the instructor. The grade will be A,B,C,D, or F.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Relationship to General Education Outcomes

Results

Data Summary

Analysis & Evaluation

All students were able to complete the vertical welds using the smaw process. 85% of the students passed the welds with an A, and the remainder of the students scored a B or C.

Changes as a Result of Evaluation

More emphasis was placed on individual one on one instruction by the teacher in order to reach our goals.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Welding (TDCJ)

Plan Period: FY16

General Education Goal

Communication	Critical Thinking	Empirical and Quantitative	Social Responsibility	Personal Responsibility	Teamwork
X	X			X	
Technology	Life and Physical Science	Reading Comprehension			

Outcome Description

Students will be able to perform a root pass, intermediate pass and cover pass on 3/8 inch plate using a 6010 and 7010 electrode that will pass a face and root bend test. This will be done in the flat position.

Implementation Strategy

Classroom discussion, reading assignments from text, and instructor demonstrations.

Assessment Method

At the end of the cycle, each student will submit the welds to be bend tested by the instructor. The grade will be pass/fail.

Criterion (Expected Outcome)

80% of the students will be able to pass the bend tests by the instructor.

Relationship to the Quality Enhancement Plan (QEP) - "Pathways to Progress"

Relationship to General Education Outcomes

Results

Data Summary

Analysis & Evaluation

100% of the students were able to perform the welds, and to pass the bend tests.

Changes as a Result of Evaluation

No changes were made at this time due to the student performance at 100%.

Analysis & Evaluation – Distance Learning

N/A

Changes as a Result of Evaluation – Distance Learning

N/A

Administrative Support Services

Program Name: 3.3.1.2 Associate VP of Enrollment Management/Registrar
Program Cycle: #3 9/1/15 to 8/31/16

1 Goal

Increase the percentage of free world graduates, including associate degrees and certificates, by 5% by the year 2020.

1.1 Outcome Description

The graduation percentage will be to increase yearly graduation to an overall 20% of fall semester enrollment.

1.2 Implementation Strategy

Students will be identified and tracked for graduation purposes.

Students will be encouraged to apply for graduation the semester prior to wanting to graduate.

Students will be contacted to graduate if they are core complete and did not apply for graduation.

The continuation of increasing the number of reverse transfer students graduating.

1.3 Assessment Method

To determine the percentage of students graduating will be to take the Fall enrollment against the FY number of graduates.

1.4 Criterion (Expected Outcome)

The outcome will be that more students will complete graduation resulting in more success points under completion.

1.5 Relationship to the Quality Enhancement Plan (QEP)

1.5.1 Narrative of the relationship to the QEP

1.6 Relationship to Unit Mission

1.7 Strategic Plan Relationship - LINK to selection

1.3 Academic Success

1.7.1 Strategic Plan Relationship Narrative

This plan relates to 1.3 Academic Success. The specific outcome area is 1.3.1 to increase the number of graduates in associate degrees and certificates each year.

1.8 Operational Budget Implications

No impact

1.9 Personnel Budget Implications

no impact

1.10 Equipment Budget Implications

no implications

1.11 Personal Notes

Fall 14 enrollment--6,997. FY14-15 grads 957

Graduation rate--13%

Does not include prison

1.12 Results/Findings (Data Summary - Analysis & Evaluation) Results after one year

Number of students in FL= 6287; Number of graduates FY15-16=980 Percentage 15.59% This is up 2.59% over the last year.

Need to continue to assure that increase continues until 20% of the fall enrollment has graduate.

1.13 Changes as a Result of Evaluation

Another piece will be added to encourage students to come back and enroll in courses so that they can complete their degrees or certificates.

2 Goal

To map 20 schools to TVCC courses for the purpose of transcript evaluation.

2.1 Outcome Description

To decrease the wait time for transcript evaluations.

2.2 Implementation Strategy

To map 15 university course to TVCC course in the computer for transcript evaluation.

To map 5 junior college course to TVCC course in the computer for transcript evaluation.

2.3 Assessment Method

To show a list of colleges that are mapped to TVCC courses for transcript evaluation purposes.

2.4 Criterion (Expected Outcome)

The time for transcript evaluation will be no more than 2 weeks except in September, January and August.

2.5 Relationship to the Quality Enhancement Plan (QEP)

2.5.1 Narrative of the relationship to the QEP

2.6 Relationship to Unit Mission

2.7 Strategic Plan Relationship - LINK to selection

1.3 Academic Success

2.7.1 Strategic Plan Relationship Narrative

Students who have more timely transcript evaluations will be able to be better advised, they can also plan, both of which will increase graduation and core completers.

2.8 Operational Budget Implications

No impact

2.9 Personnel Budget Implications

No impact

2.10 Equipment Budget Implications

No impact

2.11 Personal Notes

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

The following universities have been mapped for transcript evaluation:

A & M College Station

A & M Commerce

Henderson State University

Sam Houston State

SFA

Tarleton State

Texas State

Texas Woman University

University of Phoenix

UT Arlington

University of Texas at Tyler

A & M Corpus Christi

Lamar University

Baylor

UT San Antonio

The following community colleges have been mapped for transcript evaluation:

Midland

Grayson

Jacksonville

Paris

Lee College

Hill College

Central Texas College

2.13 Changes as a Result of Evaluation

Transcript evaluations are available to students and advisors in a more timely fashion. This allows for better advising and planning

3 Goal

To make admissions applications more consistent.

3.1 Outcome Description

Students and staff will be able to find needed information in the same place.

3.2 Implementation Strategy

To develop a master for the new application that is consistent with Apply Texas. Have the downloaded application from website replaced with the new application. Discard old applications. Print new application to be the only ones that are printed.

3.3 Assessment Method

To have a copy of all that are in place.

3.4 Criterion (Expected Outcome)

Personell working with students will be more accurate and be able to instruct students faster in getting admitted to Trinity Valley Community College.

3.5 Relationship to the Quality Enhancement Plan (QEP)

3.5.1 Narrative of the relationship to the QEP

3.6 Relationship to Unit Mission

3.7 Strategic Plan Relationship - LINK to selection

1.2 Student Success

3.7.1 Strategic Plan Relationship Narrative

Students information will be consistant between all web applictions and printed materials.

3.8 Operational Budget Implications

No impact

3.9 Personnel Budget Implications

No implications

3.10 Equipment Budget Implications

No implications

3.11 Personal Notes

3.12 Results/Findings (Data Summary - Analysis & Evaluation)

The application has been made the same for online and the paper copy. This has eased the burden of the student having to fill out multiple pages and makes all questions the same

3.13 Changes as a Result of Evaluation

Program Name: 3.3.1.2 Associate VP of Facilities Management

Program Cycle: #3 9/1/15 to 8/31/16

1 Goal

Complete the construction work required in the first phase of the Palestine Workforce Center for use by the Texas Department of Criminal Justice (TDLJ) and some minor college changes.

1.1 Outcome Description

Complete the remodeling project begun in the summer of 2015 of the Palestine Workforce Education Center space to meet the training needs of the Texas Department of Criminal Justice In-Service program per the November, 2014 Memorandum of Understanding between the College and TDCJ.

1.2 Implementation Strategy

The project is experiencing a significant cost overrun as of this writing. The AVP of Facilities Management together with the general contractor and architect will develop a revised, accurate final cost estimate for the project and provide it to College administration for the Board of Trustee's consideration at the November, 2015 board meeting. Assuming the Board approves the additional funding, the AVP of Facilities Management will work closely with and oversee the general contractor and vendors to complete the project.

1.3 Assessment Method

Assessment methods include frequent site inspection, frequent verbal and written correspondence between the College, general contractor and other vendors, and evaluation of the general contractor's actual progress as compared to project plan with follow-up as required.

1.4 Criterion (Expected Outcome)

The Palestine Workforce Education Center remodeling project associated with the TDCJ In-Service training program will be completed by January 29, 2016 with no additional cost overruns.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

1.5.1 Narrative of the relationship to the QEP

No relationship to the Learning Initiative

1.6 Relationship to Unit Mission

1.7 Strategic Plan Relationship - LINK to selection

2.3 Facilities Management

1.7.1 Strategic Plan Relationship Narrative

2.3.2 Update and complete the major projects list, as funding is approved.

1.8 Operational Budget Implications

The initial cost estimate for the project was \$295,000. A revised cost estimate is being developed as of this writing but is expected to be approximately \$490,000, requiring additional funds of \$195,000 to complete the project. However, current operating budget funds will not be required; the project is being funded from the

College's capital reserves. See 1.9 and 1.10 for further information.

1.9 Personnel Budget Implications

There are no personnel budget implications associated with this remodeling project. All costs are included in the \$490,000 discussed above. Future additional personnel costs associated with ongoing operations of the facility, if any, are outside the scope of this outcome.

1.10 Equipment Budget Implications

There are no additional equipment budget implications associated with this remodeling project. All costs are included in the \$490,000 discussed above. Future additional equipment costs associated with ongoing operations of the facility, if any, are outside the scope of this outcome.

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

All work completed for the TDCJ as requested. Moving was completed in February 2016. The first classes in the new classrooms were held on February 29, 2016. The five classroom spaces, two offices, office support areas, break room, and storage rooms are being well received by the state training group.

1.13 Changes as a Result of Evaluation

No major changes are noted in our evaluation.

Program Name: 3.3.1.2 Associate VP of Information Technology
Program Cycle: #3 9/1/15 to 8/31/16

1 Goal

Design and develop a system to allow salaries to be loaded from spreadsheets that are built to allow salary budgeting and confirmation.

1.1 Outcome Description

The Business Office desires a method of loading salaries from spreadsheets that have been used to create part of the TVCC budget.

1.2 Implementation Strategy

Steps involved in the process will include, (1) analysis of needs, (2) design of system, (3) creation/maintenance of database/tables, (4) creation and maintenance of objects/programs that act on the database/tables to create desired results.

1.3 Assessment Method

The system will be created from discussions with the Business Office and a procedure will be put in place to load confirmed budget salaries.

1.4 Criterion (Expected Outcome)

The budgeted salaries will be confirmed and loaded for 2015-2016.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

1.5.1 Narrative of the relationship to the QEP

1.6 Relationship to Unit Mission

1.7 Strategic Plan Relationship - LINK to selection

2.4 Technology

1.7.1 Strategic Plan Relationship Narrative

Automates a portion of the salary budgeting process.

1.8 Operational Budget Implications

Work will be performed in the normal environment funded by Administrative Computing Services.

1.9 Personnel Budget Implications

None.

1.10 Equipment Budget Implications

None.

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

This goal was met in full (100%). Salaries can now be loaded from spreadsheets.

1.13 Changes as a Result of Evaluation

The Business Office and Human Resources Departments now calculate the employee's salaries using spreadsheets. The salaries can now be uploaded to the AS/400 computer system, removing the opportunity for human error when entering salary information.

2 Goal

Design and develop a system to capture data at Payroll run time in spreadsheets to be used by Human Resources multiple times throughout the year.

2.1 Outcome Description

LBB requires a 'snapshot' of our employment records periodically throughout the year. Human Resources would like to capture the reporting at the time of a Payroll run.

2.2 Implementation Strategy

Steps involved in the process will include, (1) analysis of needs, (2) design of system, (3) creation/maintenance of database/tables, (4) creation and maintenance of objects/programs that act on the database/tables to create desired results.

2.3 Assessment Method

The system will be created from discussions with Human Resources and a procedure will be put in place to capture the information in spreadsheets to be available for Human Resources.

2.4 Criterion (Expected Outcome)

Every month during the year the data will be captured in multiple spreadsheets. Creating a workbook of data at payroll run time.

2.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

2.5.1 Narrative of the relationship to the QEP

2.6 Relationship to Unit Mission

2.7 Strategic Plan Relationship - LINK to selection

2.4 Technology

2.7.1 Strategic Plan Relationship Narrative

Allows information to be available at any time during the year in spreadsheet formats.

2.8 Operational Budget Implications

Work will be performed in the normal environment funded by Administrative Computing Services.

2.9 Personnel Budget Implications

None.

2.10 Equipment Budget Implications

None.

2.11 Personal Notes

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

This goal was met in full (100%). The college now has employee salary data for a specified month available.

2.13 Changes as a Result of Evaluation

When the LBB requests employee salary information for a specified time period the Human Resources personnel does not have to request data to be recreated for a specified time period, it is available to them.

3 Goal

Design and develop a system to create Gainful Employment Reporting, also to create a history of Gainful Employment reports for the previous six years.

3.1 Outcome Description

EDEExpress requires that the college reports when students start, withdraw or graduate from a workforce program.

3.2 Implementation Strategy

Steps involved in the process will include, (1) analysis of needs, (2) design of system, (3) creation/maintenance of database/tables, (4) creation and maintenance of objects/programs that act on the database/tables to create desired results.

3.3 Assessment Method

The system will be created from discussions with the Financial Aid office and the report will be created and sent to Clearinghouse for further edits before being submitted to EDEExpress.

3.4 Criterion (Expected Outcome)

By July 31, 2015 the history of Gainful Employment reports for the prior six years will be submitted. In October 2015 the first annual report will be submitted.

3.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

3.5.1 Narrative of the relationship to the QEP

3.6 Relationship to Unit Mission

3.7 Strategic Plan Relationship - LINK to selection

2.4 Technology

3.7.1 Strategic Plan Relationship Narrative

Automates the process of reporting Gainful Employment.

3.8 Operational Budget Implications

Work will be performed in the normal environment funded by Administrative Computing Services.

3.9 Personnel Budget Implications

None.

3.10 Equipment Budget Implications

None.

3.11 Personal Notes**3.12 Results/Findings (Data Summary - Analysis & Evaluation)**

This goal was met in full (100%). The college can now meet the reporting requirements for Gainful Employment reporting for workforce majors.

3.13 Changes as a Result of Evaluation

Initially the Gainful Employment reporting had to create reports back to the 2008 2009 school year. These reports were created and submitted and the college is now able to meet the requirement of submitting an annual report for Gainful Employment of workforce majors.

Program Name: 3.3.1.2 Coordinator of Institutional Research

Program Cycle: #3 9/1/15 to 8/31/16

1 Goal

Increase participation of student achievement tests for on-line students and more accurately reflect improvement of all students during their college career at TVCC. 2.6.3 Ensure the College is in compliance with all core requirements, comprehensive standards, and federal requirements, as stipulated by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Principles of Accreditation.

Last year we went to pre/post testing. Results were skewed for two reasons: high school students and pre-testing too late in fall semester. We will separate out the high school students for both fall and spring semester to see if in fact a difference occurs and to adjust our reporting to reflect high school and college students separately. We will also move the fall semester testing to the second week of class so that we more accurately capture a pre-college level.

1.1 Outcome Description

We want to improve the participation rate of on-line students and separate dual credit students so that they can be measured separately to determine if differences exist. Additionally, testing in Fall for entry level will be completed earlier in the semester to better measure the start point.

1.2 Implementation Strategy

Replace CAAP tests with ETS tests which allow for on-line testing.

All tests, Critical Thinking, Math, and Writing Skills will be given Fall and Spring Semesters.

Classes will be randomly selected then randomly assigned to a test type. Number of students total for each test type should be close to the number for the other two tests, approximately 166 each test type.

Classes will be selected by number of students with the total around 500 per semester split as: 20% Dual Credit, 20% On-line, and the remainder all others including TDCJ.

Fall courses for pre-testing (entry) will be: Dual Credit – HIST1301 and College Campus – Learning Frameworks (EDUC1300 and PSYC1300) and, until all students are taking Learning Frameworks, ARTS1301 and DRAM1310

Spring courses for post-testing (exit) will be: Dual Credit – ENGL2*** and College Campus – MATH1314, MATH1342, and second semester of science.

In Fall, tests will be administered the second week of classes. In Spring, tests will be administered the 2nd full week in April. As an example in 2015, this would be week of April 13th.

1.3 Assessment Method

The count of on-line students taking the test will be used to show increased participation.

Test scores will be separated by dual credit and college campus. These scores will be reviewed across the semesters to see improvement. If improvement is seen, the new test times will be considered as having improved the measurement accuracy. Changes between dual credit and college campus will be monitored to determine if there is a difference.

1.4 Criterion (Expected Outcome)

We have no benchmark with the current data.

We would expect at least 30% of the on-line students to participate.

We expect test scores in Fall to be lower than test scores in Spring.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

1.5.1 Narrative of the relationship to the QEP

1.6 Relationship to Unit Mission

1.7 Strategic Plan Relationship - LINK to selection

2.6 Institutional Effectiveness

1.7.1 Strategic Plan Relationship Narrative

Proficiency testing reflects how the college is meeting its goals as they relate to student learning and allows TVCC to report as required for SACSCOC, state, and federal.

1.8 Operational Budget Implications

1.9 Personnel Budget Implications

No impact.

1.10 Equipment Budget Implications

No impact.

1.11 Personal Notes

Use of ETS tests assumes the budget will be approved.

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

We only had three online students complete the ETS test in Fall. We had offered a drawing for all students who tested. This offer did not seem to help get students to take the online test. We had remained in communication with the instructors. We plan to further stress the need to the instructors of the online classes and again request they offer an incentive to get students to take the ETS test.

In Fall, the high school students performed better in all areas but Humanities. In the proficiency classification, the high school students performed better. There was a significant difference in the level 1 proficiency in all three areas.

In spring, we had 20 online students participate. Most came from one class where the instructor offered 20 extra credit points to take the course.

1.13 Changes as a Result of Evaluation

No prize will be used in the future as that does not seem to impact the online student participation. We will continue to stress to the online instructors the need for the students to participate and recommend they offer extra credit points or make required course participation. An email was sent to Wendy Elmore with this recommendation August 22, 2016.

2 Goal

Improve the design of surveys so that the layout is well organized, respondents can navigate easily and answer choices are consistent and clear. (2.6.1 Ensure the College engages in ongoing, integrated, and institution-wide planning and evaluation processes that incorporate a systematic review of institutional mission, goals, and outcomes, resulting in continuous improvement in institutional quality and demonstrating the institution is effectively accomplishing its mission

2.1 Outcome Description

Improve the quantity of survey responses by 5%.

2.2 Implementation Strategy

Review and evaluate survey design and answer options.

2.3 Assessment Method

Compare survey responses with the prior years.

2.4 Criterion (Expected Outcome)

Respondents will be motivated to complete the survey.

2.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

2.5.1 Narrative of the relationship to the QEP

2.6 Relationship to Unit Mission

2.7 Strategic Plan Relationship - LINK to selection

2.6 Institutional Effectiveness

2.7.1 Strategic Plan Relationship Narrative

Surveys measure our improvements and demonstrate TVCC accomplishing its mission.

2.8 Operational Budget Implications

No impact.

2.9 Personnel Budget Implications

No impact.

2.10 Equipment Budget Implications

No impact.

2.11 Personal Notes

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

Survey responses were up 6%.

2.13 Changes as a Result of Evaluation

Results were met. We will continue to evaluate and update survey designs and answer options to ensure the quality of surveys.

3 Goal

Improve the quality of Administrative Outcomes by reviewing every odd fiscal year and providing feedback to the responsible administrators. This outcome will take a few years to see if any improvement is shown.

3.1 Outcome Description

We will be closing the loop on the administrative outcomes in that we will be providing feedback to those responsible for the creation of the outcomes and the reporting of the results.

3.2 Implementation Strategy

Because of the reaffirmation activities, we will not begin this process until March at the earliest. We will build a team of people who can review the administrative outcomes from the prior fiscal year (2014-2015). Once reviewed, the feedback will be sent to the person responsible for the program area of the outcome and their peer reviewer. Remark software will be used to capture the reviews.

3.3 Assessment Method

The first year of this assessment will be used as a baseline. We have no prior review data. The results of the review will be reported using the Remark software. Quality of the administrative outcomes will be summarized by Remark and mean scores will be assigned for overall quality.

3.4 Criterion (Expected Outcome)

Since no baseline data exists we do not know what to expect as far as the quality. Once we have data, we will begin to build improvement targets. This activity will take three years before we see time-based results since we will only be reviewing every other year.

3.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

3.5.1 Narrative of the relationship to the QEP

3.6 Relationship to Unit Mission

Institutional Research Department Mission Statement

The mission of the institutional research department is to collect and transform data into information to aid data-driven decision-making in support of the College's overall mission and provide timely, accurate information concerning all aspects of Trinity Valley Community College to the college community, board, state and federal agencies, information dissemination services, and the citizens of Texas.

This initiative will cause TVCC to have higher quality, and therefore better, administrative outcomes. This improvement will allow us to better focus on what is being changed and report on the measurements.

3.7 Strategic Plan Relationship - LINK to selection

2.6 Institutional Effectiveness

3.7.1 Strategic Plan Relationship Narrative

This outcome directly relates to SACSCOC CS 3.3. All areas are impacted as we expect administrative outcomes from all of the CS components applicable to TVCC.

3.8 Operational Budget Implications

none

3.9 Personnel Budget Implications

none

3.10 Equipment Budget Implications

none

3.11 Personal Notes

3.12 Results/Findings (Data Summary - Analysis & Evaluation)

Based on findings during the SACSCOC effort, the decision was made to focus on improving LEAPs and holding the Administrative Outcome activities for the next fiscal year. No results for FY16 will be available.

3.13 Changes as a Result of Evaluation

Continue to review LEAPs and make recommendations. Determine if more training is needed.

Program Name: 3.3.1.2 Director of Accounting Services and Controller
Program Cycle: #3 9/1/15 to 8/31/16

1 Goal

Sustainability for the Business Office during FY15-16.

1.1 Outcome Description

The outcome of sustainability is to ensure all new staff members are trained and up to par in their current positions.

1.2 Implementation Strategy

The implementation of sustainability for the Business Office will be based on the performance, timeliness and accurate completion of tasks that are assigned to personnel based on due dates of tasks. The tasks to monitor will be:

- Closing of financials by the following 10th of each month for previous month.
- Funds balance by the following 10th of each month for previous month.
- Payroll is processed and complete by the 4th Friday of each month.
- Board Financial Package is ready within seven days after the financials are finalized or seven business days prior to the Board meeting, whichever is earlier.
- Management Reports are completed within 7 days after the financials are finalized.

1.3 Assessment Method

Each month the task completion date will be logged in a spreadsheet. At the end of the year the percentage will be compiled to determine if the Business Office is sustainable compared to previous years when all tasks were completed timely. For this purpose, since prior years completion dates were not recorded, it will be assumed all tasks were completed by due date.

1.4 Criterion (Expected Outcome)

The expected outcome is the deliverables will be met with 100% completion by due dates.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

1.5.1 Narrative of the relationship to the QEP

1.6 Relationship to Unit Mission

1.7 Strategic Plan Relationship - LINK to selection

2.1 Business Operations

1.7.1 Strategic Plan Relationship Narrative

This outcome relates to TVCC Goal 2.1 Business Operations due to the Business Office being the key department which compiles and analyses of Business Operations to TVCC Administration.

1.8 Operational Budget Implications

No budget implications are expected.

1.9 Personnel Budget Implications

The retirement of the existing Payroll Coordinator as of February 29, 2015 and hiring of a new Payroll Coordinatory may have budget implications. The personnel budget implications are expected to be minimal.

1.10 Equipment Budget Implications

Equipment budget implications are not expected during FY15-16.

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

The Business Office has measured the performance of sustainability during fiscal year 2015-2016 based on five monthly tasks completed each month during FY2016.

1. Closing of the financials by the following 10th of each month for previous month had a successful completion rate of 42%.
2. Funds were balanced by the following 10th of each month for the previous month had a successful completion rate of 92%.
3. Management Reports completed within seven days after financial periods are finalized had a success rate of 75%.
4. Payroll had a 100% success rate of being completed by the 4th Friday of each month.
5. The last task measured for success was the board financial package ready within 7 days after the financials are finalized or seven business days prior to board meeting, whichever is earlier had a success rate of 92%.

The success rates were calculated by recording the date of completion for each task and then dividing the number of successful months by a total of 12 months.

[Admin Outcome Measurement](#) [PDF 92 KB 9/28/16]

1.13 Changes as a Result of Evaluation

Overall, the Business Office showed improved sustainability based on performance, timeliness and accurate completion of tasks that were assigned to personnel based on due dates of tasks. The Business Office staff will continue the sustainability goal during FY17 to improve the success rate of closing the financials by the following 10th of each month for previous month and providing management reports accurately and timely.

Program Name: 3.3.1.2 Director of Bookstore Services

Program Cycle: #3 9/1/15 to 8/31/16

1 Goal

Increase Bookstore traffic during the textbook buyback period at the end of each semester.

1.1 Outcome Description

Provide additional promotions during buyback to encourage more students to sell their textbooks to the Bookstore. An increase in book buys would provide more used books for students to purchase in the following semester. Also, students will enjoy the opportunity to take part in promotions during this time.

1.2 Implementation Strategy

Evaluate and implement promotions to generate more student interest in selling their textbooks. Evaluate potential partnerships to provide signage and promotional materials. Maintain records of buyback activity by semester to see trends.

1.3 Assessment Method

Track number of students selling books each semester as well as total dollars spent purchasing books from students. Monitor feedback and comments from students as they come through the Bookstore.

1.4 Criterion (Expected Outcome)

Track the number of students selling books each semester as well as total dollars spent purchasing books from students.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Student Engagement Only

1.5.1 Narrative of the relationship to the QEP

Enhance students' experience with the Bookstore through cash buybacks and promotions making their experience more enjoyable.

1.6 Relationship to Unit Mission

1.7 Strategic Plan Relationship - LINK to selection

1.1 Student Engagement - Increase student engagement in collegiate life, both academically and as a member of the college community.

1.7.1 Strategic Plan Relationship Narrative

This outcome will enhance Student Engagement 1.1 by improving the student's experience with the TVCC Bookstore. Students will also have more used books available for purchase.

1.8 Operational Budget Implications

Most of the costs for buyback promotions would be absorbed by wholesale partners. The Bookstore would provide some items for give-aways which would likely be no more than \$100.00.

1.9 Personnel Budget Implications

N/A

1.10 Equipment Budget Implications

N/A

1.11 Personal Notes N/A

1.12 Results/Findings (Data Summary - Analysis & Evaluation) Traffic and dollar buys during buyback were down.

Beginning Fall, 2015 we used a promotion with materials provided by one of our wholesale textbook vendors. The promotion was advertised through signage, emails and social media. During buyback, each student who brought textbooks in to sell received a scratch-off ticket with a prize such as cash, % off merchandise or a free gift (candy or TVCC pencil). While the promotion was well received by students and they enjoyed getting a ticket to scratch off, traffic and dollar sales during buyback were both significantly down from the previous semester.

1.13 Changes as a Result of Evaluation

If the wholesale vendor continues to provide promotional materials for this type of offer, we would continue to do it as the students did enjoy the scratch-off tickets. However, any additional cost incurred would not be justified as the promotion did not result in bringing more students in to the Bookstore during buyback. This trend is industry-wide and is expected to continue.

Program Name: 3.3.1.2 Director of Building Services
Program Cycle: #3 9/1/15 to 8/31/16

1 Goal

Develop a monthly on-call and after-hours schedule for Building Services staff on all campuses.

1.1 Outcome Description

Provide the college building services department with a written procedure to use college labor on an overtime/on-call basis to address after hours maintenance issues.

1.2 Implementation Strategy

Building Services in partnership with HR will review other departmental procedures, as well as external peer college procedures to determine best practices in fairly compensating employees for after hours work. Policies will be drafted and approved by the college administration as the "approval" portion of the implementation plan.

1.3 Assessment Method

Each step in review, development and execution will be submitted for approval by the college administration.

1.4 Criterion (Expected Outcome)

Building Services staff will be available to complete work orders on an emergency or as needed basis outside of regularly assigned work hours with adequate compensation for additional hours worked.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

1.5.1 Narrative of the relationship to the QEP

Not related to the Learning Initiative

1.6 Relationship to Unit Mission

Support the college facilities operations at all times in order to timely and successfully complete assigned tasks.

1.7 Strategic Plan Relationship - LINK to selection

2.3 Facilities Management

1.7.1 Strategic Plan Relationship Narrative

2.3.1 Update, prioritize and complete projects on the master plan, time, funding and labor is approved.

1.8 Operational Budget Implications

The need for additional budget dollars will be required but will be managed by the college administration, as submitted, reviewed and approved.

1.9 Personnel Budget Implications

No personnel budget implications.

1.10 Equipment Budget Implications

No equipment budget implications.

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

Administration and Human resource review has taken longer than anticipated. Other Federally mandated policy reviews and changing staff positions have drawn the needed manpower to other issues. We are carrying this goal into next year. We anticipate completion at that time.

1.13 Changes as a Result of Evaluation

We have not made any changes in policy or procedures.

Program Name: 3.3.1.2 Director of Campus Police and Public Safety
Program Cycle: #3 9/1/15 to 8/31/16

1 Goal

Increase all TVCC full time police officers licenses from basic to intermediate.

1.1 Outcome Description

Increasing these licenses will improve the overall training to all police officers and reduce future mandated training costs, allowing officers to receive more specialized training at the same cost.

1.2 Implementation Strategy

Implement a regorous training schedule for all officers, ensuring required training is received.

1.3 Assessment Method

Training reports will be monitored quarterly and compaired to the previous quarter to ensure training is progressing forward.

1.4 Criterion (Expected Outcome)

TVCC full time police officers license will increase from basic from FY 2015 to intermediate in FY 2016

1.5 Relationship to the Quality Enhancement Plan (QEP)

Student Engagement Only

1.5.1 Narrative of the relationship to the QEP

The required training to meet this licensing requirement will assist officers in engaging students on a personal level. Thus making the officers easire to approach when students need to speak with officers.

1.6 Relationship to Unit Mission

1.7 Strategic Plan Relationship - LINK to selection

1.1 Student Engagement - Increase student engagement in collegiate life, both academically and as a member of the college community.

1.7.1 Strategic Plan Relationship Narrative

N/A

1.8 Operational Budget Implications

\$2,000

1.9 Personnel Budget Implications

N/A

1.10 Equipment Budget Implications

N/A

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

All police officers received an intermediate police officer license in FY 15-16.

Plans have already been made for all officers to attend specialized training in Active Shooter. Furthermore plans are being made for all officers to attend patrol rifle training later in FY 16-17.

1.13 Changes as a Result of Evaluation

2 Goal

2.1 Outcome Description

Develop a comprehensive field training program for new police officers.

2.2 Implementation Strategy

The Director of Campus Police and Public Safety along with the current Field Training Officers will meet monthly to discuss goals for the next month in writing and implementing the policy.

2.3 Assessment Method

New police officers will be required to evaluate the level of training they received. This will include an evaluation on the training officer.

2.4 Criterion (Expected Outcome)

Training received by new police officers beginning in FY16 will drastically improve from all previous years.

2.5 Relationship to the Quality Enhancement Plan (QEP)

Student Engagement Only

2.5.1 Narrative of the relationship to the QEP

Increased training for new police officers will drastically improve the officers knowledge of student engagement through the knowledge of "The TVCC Way" as well as engagement with students on a personal level.

2.6 Relationship to Unit Mission

2.7 Strategic Plan Relationship - LINK to selection

1.1 Student Engagement - Increase student engagement in collegiate life, both academically and as a member of the college community.

2.7.1 Strategic Plan Relationship Narrative

N/A

2.8 Operational Budget Implications

N/A

2.9 Personnel Budget Implications

N/A

2.10 Equipment Budget Implications

N/A

2.11 Personal Notes

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

A comprehensive police field training program was developed, approved, and implemented. This program will ensure all future police officers are properly trained in all elements of police work at the Trinity Valley Community College Police Department. This program will also greatly reduce the civil liability of the not only the police department but the college as well.

2.13 Changes as a Result of Evaluation

The entire police training procedure has changed with the implementation of this policy. This program ensures all future officers are properly trained in all elements of police work a the Trinity Valley Community College Police Department. This program will greatly reduce the civil liability of not only the police department but the college as well.

Program Name: 3.3.1.2 Director of Client Support Services
Program Cycle: #3 9/1/15 to 8/31/16

1 Goal Client Updates:

Client Support Services will ensure the following applications remain updated.

- Microsoft OS
- Faronics Deep freeze
- Symantec antivirus

1.1 Outcome Description

Updating TVCC client computers Client Support Services has created a more secure and efficient computer environment for the TVCC students and faculty.

1.2 Implementation Strategy

Client Support Services will research, acquire and install necessary applications and updates to accomplish this goal. This may be accomplished by remote implementation or physical implementation.

1.3 Assessment Method

A quantitative measurement of the progress will be made to determine when the goal is reached.

1.4 Criterion (Expected Outcome)

Increase in client security application performance.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

1.5.1 Narrative of the relationship to the QEP

1.6 Relationship to Unit Mission

1.7 Strategic Plan Relationship - LINK to selection

2.4 Technology

1.7.1 Strategic Plan Relationship Narrative

1.8 Operational Budget Implications

1.9 Personnel Budget Implications

1.10 Equipment Budget Implications

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

MS Windows Update:

Client Support 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 4.21 and have completed approximately %95 of the workstations.

Symantec:

Virus protection is an ongoing daily task. The entire IT department has worked together to implement new procedures this year that expedite the process of detecting, preventing and cleaning TVCC computer systems.

1.13 Changes as a Result of Evaluation**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 saving time and money. Faronics core updates also allow the Power Save feature to continue to work and save power 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.

2 Goal BIOS Configuration Security:

Client Support Systems will implement a standard BIOS configuration file acceptable for Dell systems.

2.1 Outcome Description

Enable standard configuration files to be generated and installed remotely on a wide range of Dell system models.

2.2 Implementation Strategy

System BIOS files will be created with the DELL Client Configuration Toolkit. The Faronics cosole is used to deploy the file to all TVCC computer systems.

2.3 Assessment Method

A quantitative measurement of the progress will be made to determine when the goal is reached.

2.4 Criterion (Expected Outcome)

Increased computer performance, security, application response times, and reliability accross all TVCC client systems.

2.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

2.5.1 Narrative of the relationship to the QEP**2.6 Relationship to Unit Mission****2.7 Strategic Plan Relationship - LINK to selection**

2.4 Technology

General Outcomes Links

**General
Education** General
 Education
 Outcomes

Technology (TECH): Students will be able to utilize computer based technology

Technology in accessing information, solving problems and communicating

2.7.1 Strategic Plan Relationship Narrative

2.8 Operational Budget Implications

2.9 Personnel Budget Implications

2.10 Equipment Budget Implications

2.11 Personal Notes

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

Client Support Services will continue to use our existing process to secure the system BIOS configuration file. Only the IT Services may unlock and make changes to BIOS settings.

2.13 Changes as a Result of Evaluation

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.

Client Support Services will continue the implementation of a standard BIOS setting. This method allows IT to configure every Bios configuration the same way. Securing the BIOS configuration file creates a more secure environment.

3 Goal Hardware Refresh Cycle:

Client Support Services completes a hardware refresh every five to seven years.

3.1 Outcome Description

During the refresh cycle much of the computer hardware is retired and sent to the Correctional Education (TDCJ) campus site. This allows TVCC to reuse hardware that would otherwise be discarded. As a result TVCC improves the current computer inventory used in the (TDCJ) classrooms.

3.2 Implementation Strategy

Client Support Services will remove retired hardware and peripherals from labs, faculty and staff offices then wipe the hard drive according to DOD standards and send to the Educational Correction (TDCJ) facility.

3.3 Assessment Method

A quantitative measurement of the progress will be made to determine when the goal is reached.

3.4 Criterion (Expected Outcome)

Allow TVCC to reuse hardware while increasing hardware systems performance and reliability at the Educational Correction (TDCJ) facility.

3.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

3.5.1 Narrative of the relationship to the QEP

3.6 Relationship to Unit Mission

3.7 Strategic Plan Relationship - LINK to selection

2.4 Technology

General Outcomes Links

General Education Outcomes

Technology

Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating

3.7.1 Strategic Plan Relationship Narrative

3.8 Operational Budget Implications

3.9 Personnel Budget Implications

3.10 Equipment Budget Implications

3.11 Personal Notes

3.12 Results/Findings (Data Summary - Analysis & Evaluation)

Client Support Services has sent approximately 100 computers & monitors and peripheral device to the Educational Correction (TDCJ) facility.

3.13 Changes as a Result of Evaluation

TDCJ utilizes computer hardware that would otherwise be sent to maintenance for removal from use.

4 Goal Computer imaging process:

Implement campus wide standard images for the following client computers.

- Lab
- Business
- Staff

4.1 Outcome Description

Keeping client images standardized allows Client Support Services the ability to quickly and constantly re build computers.

4.2 Implementation Strategy

Client Support Services and Systems Support is working closely with each other to implement a process utilizing SCCM to accomplish this goal.

4.3 Assessment Method

A quantitative measurement of the progress will be made to determine when the goal is reached

4.4 Criterion (Expected Outcome)

Increase in technical support performance.

4.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

4.5.1 Narrative of the relationship to the QEP

4.6 Relationship to Unit Mission

4.7 Strategic Plan Relationship - LINK to selection

2.4 Technology

4.7.1 Strategic Plan Relationship Narrative

4.8 Operational Budget Implications

4.9 Personnel Budget Implications

4.10 Equipment Budget Implications

4.11 Personal Notes

4.12 Results/Findings (Data Summary - Analysis & Evaluation)

Client Support Services maintains three base computer images at this time. Staff, faculty and lab. Each image contains specific software programs to fulfill the needs of each said department.

4.13 Changes as a Result of Evaluation

Dedicated standard images allow the Client Support Services department to insure quick response in the event a client computer must be replaced or rebuilt.

Program Name: 3.3.1.2 Director of Communications
 Program Cycle: #3 9/1/15 to 8/31/16

1 Goal

Increase Facebook engaged users on the main Trinity Valley Community College Facebook page.

General Outcomes Links

Strategic Plan 3 Enhance
 Communities

3.1.2 Increase social media networking to support alumni and community contact and participation in college activities

1.1 Outcome Description

Increasing engagement will result in more word-of-mouth recommendations about the College and an overall positive perception of TVCC. Facebook engagement is one of the most important metrics when measuring success on social media because it displays the unique number of people who liked, commented, clicked or shared our post.

1.2 Implementation Strategy

- Post relevant content, almost always using photos, graphics or video to entice users to engage
- Tag as many people as possible in photos
- Reply to comments and questions in a timely manner

1.3 Assessment Method

Facebook insight reports will be utilized to compare current engagement with future targeted engagement.

1.4 Criterion (Expected Outcome)

Increase Facebook weekly page engaged users on the Trinity Valley Community College page by 5%.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Student Engagement Only

1.5.1 Narrative of the relationship to the QEP

By improving Facebook engagement, we should capture a portion of students in the engagement as well, although our students utilize Twitter and Instagram more for social media.

1.6 Relationship to Unit Mission

1.7 Strategic Plan Relationship - LINK to selection

3.1 Institutional Advancement

General Outcomes Links

Strategic Plan 3 Enhance
 Communities

3.1.2 Increase social media networking to support alumni and community contact and participation in college activities

1.7.1 Strategic Plan Relationship Narrative

This outcome relates to TVCC Strategic Plan goal 3.1.2 because improving engagement directly increases

social media networking to support alumni and community participation in our activities.

1.8 Operational Budget Implications

This is budget neutral. Only takes staff time.

1.9 Personnel Budget Implications

N/A

1.10 Equipment Budget Implications

N/A

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

Facebook weekly engaged users increased from 1,598 to 2,092 which was a 30.9% increase as compared to last year.

1.13 Changes as a Result of Evaluation

In reviewing the results, it is recommended that the same efforts are continued this year with the Facebook strategy since results not only met the goal, but exceeded it.

Program Name: 3.3.1.2 Director of ERP Programming
 Program Cycle: #3 9/1/15 to 8/31/16

1 Goal

Design and develop a system to allow salaries to be loaded from spreadsheets that are built to allow salary budgeting and confirmation.

1.1 Outcome Description

The Business Office desires a method of loading salaries from spreadsheets that have been used to create part of the TVCC budget.

1.2 Implementation Strategy

Steps involved in the process will include, (1) analysis of needs, (2) design of system, (3) creation/maintenance of database/tables, (4) creation and maintenance of objects/programs that act on the database/tables to create desired results.

1.3 Assessment Method

The system will be created from discussions with the Business Office and a procedure will be put in place to load confirmed budget salaries.

1.4 Criterion (Expected Outcome)

The budgeted salaries will be confirmed and loaded for 2015-2016.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

1.5.1 Narrative of the relationship to the QEP

1.6 Relationship to Unit Mission

1.7 Strategic Plan Relationship - LINK to selection

2.4 Technology

General Outcomes Links

Strategic Plan 2 Enhance the College

2.4 Technology	Technology
2.5 Human Resources	Human Resources

1.7.1 Strategic Plan Relationship Narrative

Automates a portion of the salary budgeting process.

1.8 Operational Budget Implications

Work will be performed in the normal environment funded by Administrative Computing Services.

1.9 Personnel Budget Implications

None.

1.10 Equipment Budget Implications

None.

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

Met this goal in full (100%). Salaries are now uploaded into the AS400 computer system from a spreadsheet.

1.13 Changes as a Result of Evaluation

The Business Office uses spreadsheets to prepare salaries. Administrative Computing uses the spreadsheets to load the data into the AS400 computer system removing the possibility of human error by Business Office personnel when entering the salaries into the computer system.

2 Goal

Design and develop a system to capture data at Payroll run time in spreadsheets to be used by Human Resources multiple times throughout the year.

2.1 Outcome Description

LBB requires a 'snapshot' of our employment records periodically throughout the year. Human Resources would like to capture the reporting at the time of a Payroll run.

2.2 Implementation Strategy

Steps involved in the process will include, (1) analysis of needs, (2) design of system, (3) creation/maintenance of database/tables, (4) creation and maintenance of objects/programs that act on the database/tables to create desired results.

2.3 Assessment Method

The system will be created from discussions with Human Resources and a procedure will be put in place to capture the information in spreadsheets to be available for Human Resources.

2.4 Criterion (Expected Outcome)

Every month during the year the data will be captured in multiple spreadsheets. Creating a workbook of data at payroll run time.

2.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

2.5.1 Narrative of the relationship to the QEP

2.6 Relationship to Unit Mission

2.7 Strategic Plan Relationship - LINK to selection

2.4 Technology

2.7.1 Strategic Plan Relationship Narrative

Allows information to be available at any time during the year in spreadsheet formats.

2.8 Operational Budget Implications

Work will be performed in the normal environment funded by Administrative Computing Services.

2.9 Personnel Budget Implications

None.

2.10 Equipment Budget Implications

None.

2.11 Personal Notes

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

This goal was met in full (100%). The college now has employee salary data for a specified month available.

2.13 Changes as a Result of Evaluation

When the LBB requests employee salary information for a specified time period the Human Resources personnel does not have to request data to be recreated for a specified time period, it is available to them.

3 Goal

Design and develop a system to create Gainful Employment Reporting, also to create a history of Gainful Employment reports for the previous six years.

3.1 Outcome Description

EDEExpress requires that the college reports when students start, withdraw or graduate from a workforce program.

3.2 Implementation Strategy

Steps involved in the process will include, (1) analysis of needs, (2) design of system, (3) creation/maintenance of database/tables, (4) creation and maintenance of objects/programs that act on the database/tables to create desired results.

3.3 Assessment Method

The system will be created from discussions with the Financial Aid office and the report will be created and sent to Clearinghouse for further edits before being submitted to EDEExpress.

3.4 Criterion (Expected Outcome)

By July 31, 2015 the history of Gainful Employment reports for the prior six years will be submitted. In October 2015 the first annual report will be submitted.

3.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

3.5.1 Narrative of the relationship to the QEP

3.6 Relationship to Unit Mission

3.7 Strategic Plan Relationship - LINK to selection

2.4 Technology

General Outcomes Links

Strategic Plan 2 Enhance the College

2.1 Business Operations	Business Operations
2.4 Technology	Technology
2.5 Human Resources	Human Resources

3.7.1 Strategic Plan Relationship Narrative

Automates the process of reporting Gainful Employment.

3.8 Operational Budget Implications

Work will be performed in the normal environment funded by Administrative Computing Services.

3.9 Personnel Budget Implications

None.

3.10 Equipment Budget Implications

None.

3.11 Personal Notes

3.12 Results/Findings (Data Summary - Analysis & Evaluation)

This goal was met in full (100%). The college can now meet the reporting requirements for Gainful Employment reporting for workforce majors.

3.13 Changes as a Result of Evaluation

Initially the Gainful Employment reporting had to create reports back to the 2008 2009 school year. These reports were created and submitted and the college is now able to meet the requirement of submitting an annual report for Gainful Employment of workforce majors.

Program Name: 3.3.1.2 Director of Human Resources
Program Cycle: #3 9/1/15 to 8/31/16

1 Goal

Human Resources will review 100% of the 92 PER Forms on the Human Resources network share as of 3/17/15.

1.1 Outcome Description

Have an accurate and complete PER Forms database available for use.

1.2 Implementation Strategy

Create an excel spreadsheet of all PER Forms and mark as completed as each form is updated, deleted, or revised.

1.3 Assessment Method

PER Form report showing completed on incomplete status

1.4 Criterion (Expected Outcome)

100% of all PER Forms will be accurate and complete for TVCC Faculty & Staff use.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

1.5.1 Narrative of the relationship to the QEP

1.6 Relationship to Unit Mission

2.5.3-Strengthen and enhance the internal system of communications between departments, divisions, and campuses

1.7 Strategic Plan Relationship - LINK to selection

2.5 Human Resources

1.7.1 Strategic Plan Relationship Narrative

Action Area 2.5- Human Resources Outcomes

1.8 Operational Budget Implications

Internal Labor

1.9 Personnel Budget Implications

None

1.10 Equipment Budget Implications

None

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

Currently Human Resources has reviewed and updated approximately 55% of all PER Forms.

1.13 Changes as a Result of Evaluation

Continue to reveiw and update PER Forms until completed.

Program Name: 3.3.1.2 Director of International Students/Recruiter
Program Cycle: #3 9/1/15 to 8/31/16

1 Goal Enrollment

Increase international student enrollment from Fall 2015 to Fall 2016.

1.1 Outcome Description

Total international student enrollment will increase by 20% from FY15 to FY16

1.2 Implementation Strategy

Continue conversation beyond initial contact with students that have supplied at least one piece of application paperwork.

1.3 Assessment Method

International Enrollment will be measured by those students that actually receive approval for visa applications and arrive on campus to attend.

1.4 Criterion (Expected Outcome)

Student enrollment will rise from 21 students to 25 in Fall 2016.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Student Engagement Only

1.5.1 Narrative of the relationship to the QEP

Potential students will be more engaged with campus before arriving due to the continued contact with the International Student Office.

1.6 Relationship to Unit Mission

1.7 Strategic Plan Relationship - LINK to selection

1.1 Student Engagement - Increase student engagement in collegiate life, both academically and as a member of the college community.

1.7.1 Strategic Plan Relationship Narrative

Students will be engaged with campus personnel before they arrive on campus.

1.8 Operational Budget Implications

1.9 Personnel Budget Implications

1.10 Equipment Budget Implications

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

International Student Enrollment for FY15 was 21 students. FY16 enrollment is 32 students. That is a 52% increase.

1.13 Changes as a Result of Evaluation

The plan was met. We will continue to follow up with students past initial contact.

2 Goal

Add one campus wide international student activity per semester to the student life calendar.

2.1 Outcome Description

The international student association will have more organized activities that involve their peers and help to engage them with others and educate their classmates about their home cultures.

2.2 Implementation Strategy

Gather a committee comprised of a handful of international students to discuss and organize events that are important to them.

2.3 Assessment Method

Committee will take minutes to document and track progress of planning events.

2.4 Criterion (Expected Outcome)

Students will meet once a month at a minimum to discuss future events.

2.5 Relationship to the Quality Enhancement Plan (QEP)

Student Engagement Only

2.5.1 Narrative of the relationship to the QEP

Students engaging in planning of their own activities and events will help to connect them to their peers and to the campus.

2.6 Relationship to Unit Mission

2.7 Strategic Plan Relationship - LINK to selection

1.1 Student Engagement - Increase student engagement in collegiate life, both academically and as a member of the college community.

2.7.1 Strategic Plan Relationship Narrative

2.8 Operational Budget Implications

Events can be successfully accomplished with little implications to the budget.

2.9 Personnel Budget Implications

2.10 Equipment Budget Implications

2.11 Personal Notes

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

There was no increase to student association activities.

2.13 Changes as a Result of Evaluation

The international student association will meet more often to plan events for the following year. There are more students in FY16 enrolled. Therefore, the need for cross cultural activities is greater.

Program Name: 3.3.1.2 Director of Media Support Services
Program Cycle: #3 9/1/15 to 8/31/16

1 Goal New Television Ad

Create an informational video about TVCC which could be used for recruiting as well as orientation purposes.

1.1 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.

1.2 Implementation 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.

1.3 Assessment Method

A quantitative measurement of the progress will be made to determine when the goal is achieved.

1.4 Criterion (Expected Outcome)

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.

1.5 Relationship to the Quality Enhancement Plan (QEP)

1.5.1 Narrative of the relationship to the QEP

Not related to the Learning Initiative

1.6 Relationship to Unit Mission

1.7 Strategic Plan Relationship - LINK to selection

2.4 Technology

1.7.1 Strategic Plan Relationship Narrative

5.2.4 TECHNOLOGY - Ensure that communications, classroom assets, and administrative computing needs of the college are met and evolve to address advances in technology and application.

1.8 Operational Budget Implications

None.

1.9 Personnel Budget Implications

Videographer, Jorge Palacios; Information Officer, Jayson Larson; and web developer, Myles Pennington will focus on this program and their time/salaries will be the cost of the program.

1.10 Equipment Budget Implications

This project will be used by existing equipment.

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation) TV Commercial

The long version of this spot is still in development with the communication/public relations department. In use for television ads is a 30-second platform with changable details in the final five seconds. The TV ad has also run in movie theaters and the soundtrack has served as radio advertising.

1.13 Changes as a Result of Evaluation Development continues

We will continue to work with our communication/public relations department to complete this project.

2 Goal Cardinal CMS Design Update

Create a new device-responsive website for TVCC that makes it easier for users to find the content they're seeking.

2.1 Outcome Description

Students and faculty will be able to go to the TVCC website and browse through a complete index of services areas we offer. Policies, processes and pricing will be included.

2.2 Implementation Strategy

Once all testing is complete and the application passes internal scrutiny, the application will be launched as our public website.

2.3 Assessment Method

A quantitative measurement of the progress will be made to determine when the goal is achieved.

2.4 Criterion (Expected Outcome)

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.

2.5 Relationship to the Quality Enhancement Plan (QEP)

2.5.1 Narrative of the relationship to the QEP

2.6 Relationship to Unit Mission

2.7 Strategic Plan Relationship - LINK to selection

2.4 Technology

2.7.1 Strategic Plan Relationship Narrative

5.2.4 TECHNOLOGY - Ensure that communications, classroom assets, and administrative computing needs of the college are met and evolve to address advances in technology and application.

2.8 Operational Budget Implications

None.

2.9 Personnel Budget Implications

Web developer Myles Pennington and programmer David May will focus on this program and his time/salary will be the cost of the program.

2.10 Equipment Budget Implications

Application will be web-based and therefore run on existing equipment.

2.11 Personal Notes

2.12 Results/Findings (Data Summary - Analysis & Evaluation) 95% complete

New design has been developed and dynamically configured to use the current content database. The new design is fully device responsive for mobile and tablet devices. The only thing left for completion is migrating all departments to the new system.

2.13 Changes as a Result of Evaluation Results

Once migration is complete, we will point the domain to the new site.

3 Goal Palestine Workforce Education Center

In support of the new Palestine Workforce Education Center, the TVCC media group will assess the needs of classroom technology and install the needed equipment to support the needs of the modern classroom.

3.1 Outcome Description

In support of the new Palestine Workforce Education Center, the TVCC media group will assess the needs of classroom technology and install the needed equipment to support the needs of the modern classroom.

3.2 Implementation Strategy

For each area of learning environment of the new education venue, the department will learn the requirements of the classroom and assess the technology needs. We will order the equipment, ship and install it in the venue.

3.3 Assessment Method

A quantitative measurement of the progress will be made to determine when the goal is achieved.

3.4 Criterion (Expected Outcome)

Room status will be published and offered to instructors for use.

3.5 Relationship to the Quality Enhancement Plan (QEP)

3.5.1 Narrative of the relationship to the QEP

3.6 Relationship to Unit Mission

3.7 Strategic Plan Relationship - LINK to selection

2.4 Technology

3.7.1 Strategic Plan Relationship Narrative

5.2.4 TECHNOLOGY - Ensure that communications, classroom assets, and administrative computing needs of the college are met and evolve to address advances in technology and application.

3.8 Operational Budget Implications

3.9 Personnel Budget Implications

Michael Berry and Ellery Watson will be assessing, ordering and installing equipment.

3.10 Equipment Budget Implications

Equipment cost for each room is \$5600; total of \$67,200

3.11 Personal Notes

3.12 Results/Findings (Data Summary - Analysis & Evaluation) Mission accomplished

The TVCC media group assessed the needs of classroom technology and installed the equipment to support the needs of the classrooms.

3.13 Changes as a Result of Evaluation

The TVCC media group will monitor equipment functionality and maintain equipment as needed.

Program Name: 3.3.1.2 Director of Network Support Services

Program Cycle: #3 9/1/15 to 8/31/16

1 Goal NGFW - Internet

Improve detection and protection from Internet threats including viruses, malware, botnets and other vulnerabilities.

1.1 Outcome Description

Purchase, install and implement a next generation firewall (NGFW) with the ability to view, scan and categorize network traffic based on applications and not ports or protocols. This insight allows for protection against known application vulnerabilities, viruses, and other malicious traffic. In addition, real-time updates to previously unknown vulnerabilities enables protection from zero-day threats.

1.2 Implementation Strategy

Evaluate NGFWs for function and expense. Additional considerations include interoperability with other security enhancements. Implementing the NGFW will involve a partial migration of current firewall policies. But with increased visibility many policies will be new.

1.3 Assessment Method

A quantitative measure of the progress will be made to determine when the goal is reached.

1.4 Criterion (Expected Outcome)

1.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

1.5.1 Narrative of the relationship to the QEP

1.6 Relationship to Unit Mission

1.7 Strategic Plan Relationship - LINK to selection

2.4 Technology

General Outcomes Links

General Education Outcomes

Technology

Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating

1.7.1 Strategic Plan Relationship Narrative

1.8 Operational Budget Implications

1.9 Personnel Budget Implications

1.10 Equipment Budget Implications

Equipment budget is estimated at \$80,000.00 to purchase a high availability solution. Approximately

\$55,000.00 is for non-reoccurring costs while \$25,000.00 is a yearly subscription to virus definitions, zero-day threats, and support.

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

A next generation firewall (NGFW) solution for our internet traffic was purchased and implemented. The implementation cost came in \$25,000 under the expected budget. The new firewall delivered on expectations of detecting and blocking multiple threat types including viruses, spyware, vulnerability attacks and zero-day exploits. There were 6 million threats detected in August 2016 alone. Very few of these detections could have been prevented with our previous technology.

The ability to detect and prevent incoming threats has improved exponentially. The ability to process outgoing requests added the ability to detect compromised devices already inside the network.

The NGFW is a huge technological improvement over our previous technology. This NGFW and its features are in line with our overall network security roadmap allowing for automated threat responses across the network.

1.13 Changes as a Result of Evaluation

None.

2 Goal Wireless Network Security

Improve security between the wireless network and the TVCC network.

2.1 Outcome Description

Current security between the wireless network and the TVCC network is limited to VLAN isolation, ports and protocols. Newer firewalls have the ability to view traffic at the application layer while reducing threats from viruses, malware, and other malicious threats.

2.2 Implementation Strategy

Implementation will consist of network configuration changes forcing all wireless traffic through a next generation firewall.

2.3 Assessment Method

A quantitative measure of the progress will be made to determine when the goal is reached.

2.4 Criterion (Expected Outcome)

2.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

2.5.1 Narrative of the relationship to the QEP

2.6 Relationship to Unit Mission

2.7 Strategic Plan Relationship - LINK to selection

2.4 Technology

General Outcomes Links

General General
 Education

Education Outcomes

Technology Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating

2.7.1 Strategic Plan Relationship Narrative

2.8 Operational Budget Implications

2.9 Personnel Budget Implications

2.10 Equipment Budget Implications

This solution is expected to use the equipment in the previous outcome eliminating the need to purchase additional equipment.

2.11 Personal Notes

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

The next generation firewall (NGFW) was implemented for our internet communications that would have been used to secure the wireless network. The final NGFW solution was scaled back due to cost. This didn't allow enough resources to secure the internet and wireless communications.

Current systems are being used to secure communications on the wireless network. All traffic on the wireless network to and from the internet is still protected by the NGFW solution.

2.13 Changes as a Result of Evaluation

None.

3 Goal SEIM Solution

Improve visibility into network and server operations to detect and operational and security issues.

3.1 Outcome Description

There are over 500 network devices that provide network resources and connectivity to facilitate the functions at TVCC. Each device produces events and logs that are silos of information about what is happening on that device. A Security Information and Event Management (SIEM) system can collect, analyze, and respond to these to these events generating a view into threats across the TVCC network.

3.2 Implementation Strategy

Evaluate SIEM systems for functionality, expense and interoperability with other security systems. A chosen solution can be implemented quickly with little to no recourse disruption.

3.3 Assessment Method

A quantitative measure of the progress will be made to determine when the goal is reached.

3.4 Criterion (Expected Outcome)

3.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

3.5.1 Narrative of the relationship to the QEP

3.6 Relationship to Unit Mission

3.7 Strategic Plan Relationship - LINK to selection

2.4 Technology

General Outcomes Links

General Education Outcomes

Technology Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating

3.7.1 Strategic Plan Relationship Narrative

3.8 Operational Budget Implications

3.9 Personnel Budget Implications

3.10 Equipment Budget Implications

Additional hardware and software requirements are estimated at \$99,000.00 based on our network device count and the estimated number of messages per second that will be analyzed.

3.11 Personal Notes

3.12 Results/Findings (Data Summary - Analysis & Evaluation)

A Security and Event log Management System (SEIM) has been purchased and implemented. A solution from Log Rhythm was chosen based on cost, functionality, and ease of use. The final solution cost \$50,000.00. The SEIM will collect and analyze logs from our servers and network devices looking for threats as well as operational issues that would normally have gone unnoticed.

The SEIM has helped identify many issues related to user authentication, misconfigured services and malicious threats extending over several technological barriers. Additional work is required in event correlation and reactivity. The services provided by this SEIM are in line with our overall network security roadmap allowing for automated threat response across the network.

3.13 Changes as a Result of Evaluation

None.

4 Goal Surveillance Coverage

Increase the surveillance camera coverage at the WEC in Palestine.

4.1 Outcome Description Camera Installation

Install surveillance cameras in the Palestine WEC. Coverage will include entrances/exits and other areas as needed.

4.2 Implementation Strategy Camera Placement

Determine best placement of cameras for optimal coverage. Set motion windows and recording setting on the surveillance servers.

4.3 Assessment Method

A quantitative measure of the progress will be made to determine when the goal is reached.

4.4 Criterion (Expected Outcome)

4.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

4.5.1 Narrative of the relationship to the QEP

4.6 Relationship to Unit Mission

4.7 Strategic Plan Relationship - LINK to selection

2.4 Technology

General Outcomes Links

General	General
Education	Education
	Outcomes

Technology

Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating

4.7.1 Strategic Plan Relationship Narrative

4.8 Operational Budget Implications

4.9 Personnel Budget Implications

4.10 Equipment Budget Implications

Until a solution is chosen the cost cannot be exact. A broad estimate is between \$6,000 and \$8,000 depending on product, capabilities, scope and actual installation strategy.

4.11 Personal Notes

4.12 Results/Findings (Data Summary - Analysis & Evaluation)

Installed 10 security cameras at the WEC in Palestine. Cameras are covering the entrances and open areas. An additional server was not purchased for this location. The existing surveillance system will support the needs at the WEC campus.

4.13 Changes as a Result of Evaluation

None.

5 Goal

Improve the capabilities of employees to communicate quickly and securely with other employees.

5.1 Outcome Description

Cisco Jabber is an advanced communications tool that provides instant messaging, contact lookup, phone control and soft phone capabilities that integrate with TVCC's VoIP system. Jabber is an additional software package that will be installed on employee machines extending their current capabilities.

5.2 Implementation Strategy

Create a base XML file and push the install file to computers using SCCM.

5.3 Assessment Method

A quantitative measure of the progress will be made to determine when the goal is reached.

5.4 Criterion (Expected Outcome)

5.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

5.5.1 Narrative of the relationship to the QEP

5.6 Relationship to Unit Mission

5.7 Strategic Plan Relationship - LINK to selection

2.4 Technology

General Outcomes Links

General Education Outcomes

Technology

Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating

5.7.1 Strategic Plan Relationship Narrative

5.8 Operational Budget Implications

5.9 Personnel Budget Implications

5.10 Equipment Budget Implications

Software was part of the Cisco VoIP purchase and should have no additional impact on the budget.

5.11 Personal Notes

5.12 Results/Findings (Data Summary - Analysis & Evaluation)

Cisco Jabber has been installed on half of the staff workstations at TVCC. Additional clients are scheduled to be deployed later this year. Employees are successfully using Jabber and taking advantage of the secure messaging and remote calling features.

5.13 Changes as a Result of Evaluation

None.

Program Name: 3.3.1.2 Director of School Relations

Program Cycle: #3 9/1/15 to 8/31/16

1 Goal

Greater concentration on services provided to the students of the 30 service area high schools.

1.1 Outcome Description

Increase the opportunity for accessibility to TVCC information and interaction with TVCC staff, to students in grades 9-12 in each of the service area high schools.

1.2 Implementation Strategy

At least once during the academic year, at each service area high school, a table will be set up during lunch periods. At that time, TVCC information will be disseminated and TVCC staff will be available for consultation. During the second half of the academic year, counselors will be contacted to request that TVCC make classroom presentations. The presentations may be made to small or large groups based on grade level, areas of interest, general college or TVCC information.

1.3 Assessment Method

Principals, counselors, classroom teachers and service area students will be asked to give verbal and/or written evaluations either at the time the services are provided or at the end of the academic year.

1.4 Criterion (Expected Outcome)

100% of the service area high schools will utilize and benefit from the physical presence of a TVCC representative.

TVCC information will be disseminated to at least 3000 students, 10% of whom will complete 'request for information' cards, which will enlarge the School Relations database for prospective students.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Student Engagement Only

1.5.1 Narrative of the relationship to the QEP

1.6 Relationship to Unit Mission

1.7 Strategic Plan Relationship - LINK to selection

1.1 Student Engagement - Increase student engagement in collegiate life, both academically and as a member of the college community.

1.7.1 Strategic Plan Relationship Narrative

This outcome relates to TVCC Goal 1.1 in that it engages the service area high school students in learning more about the institution.

1.8 Strategic Plan Relationship - LINK to selection

3.2 Outreach

1.8.1 Strategic Plan Relationship Narrative

This outcome relates to TVCC Goal 3.2 in that it contributes to the recruitment efforts of the institution.

1.9 Operational Budget Implications

\$800 - gas allowance for travel to schools;
\$1000 - copying cost for brochures, flyers, TVCC pens, and request cards.

1.10 Personnel Budget Implications

1.11 Equipment Budget Implications

1.12 Personal Notes

1.13 Results/Findings (Data Summary - Analysis & Evaluation)

At the beginning of the academic year, 30 service area high schools were visited to provide TVCC information (catalogs, brochures, etc.) to counselors. 11 of the 30 schools received a return visit for the purpose of disseminating information during the lunch periods to high school students.

Classroom presentations relative to TVCC were done in classes and in small groups at 6 service area high schools and 1 school in East Texas not in the service area (Gilmer).

Information was disseminated to approximately 1800 students. Over 18% completed request cards for additional information (330).

Positive responses from counselors were provided either verbally or via e-mail regarding their appreciation for services provided to their students.

1.14 Changes as a Result of Evaluation

Because of the out-of-area recruitment schedule during the fall, service area schools will be the sole focus for the spring semester. Monthly schedules will include at least 3 - 5 visits to a service area school.

2 Goal

Restructure selection process of Student Ambassadors for the School Relations Office.

2.1 Outcome Description

Involve current Student Ambassadors in the selection process of future Student Ambassadors.

2.2 Implementation Strategy

Of the 4 current Student Ambassadors, each will be asked to identify at least 2 students whom they believe would be excellent candidates for campus representatives as Student Ambassadors.

2.3 Assessment Method

Upon identification of the 8 students recommended, they will be interviewed, grades will be reviewed and if found in good standing with the institution, they will be asked to undergo a short training for the position of Student Ambassador.

2.4 Criterion (Expected Outcome)

Upon completion of the Student Ambassador training program, current Student Ambassadors along with office staff will select the 4 Student Ambassadors for the upcoming semester.

2.5 Relationship to the Quality Enhancement Plan (QEP)

Student Engagement Only

2.5.1 Narrative of the relationship to the QEP

2.6 Relationship to Unit Mission

2.7 Strategic Plan Relationship - LINK to selection

1.1 Student Engagement - Increase student engagement in collegiate life, both academically and as a member of the college community.

2.7.1 Strategic Plan Relationship Narrative

This outcome relates to TVCC Goal 1.1 in that it engages the current Student Ambassadors in contributing to the success of the program and becoming more competent in showcasing the institution.

2.8 Operational Budget Implications

\$2500 per year for 8 scholarships @ 250 each (4 for Fall and 4 for the Spring semesters.)

2.9 Personnel Budget Implications

2.10 Equipment Budget Implications

2.11 Personal Notes

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

Only 4 prospective students were recommended for Student Ambassador positions by students serving in that position. At the end of the fall and spring semesters, one student did not have the requisite GPA to qualify. Another student, although contacted and with the requisite GPA did not come for the interview, which suggested a lack of interest. The remaining two students were interviewed and accepted the position. They received training during the summer and are currently employed in the office.

2.13 Changes as a Result of Evaluation

TVCC faculty and staff members will be contacted during the year for recommendations when vacancies arise for Student Ambassadors.

Program Name: 3.3.1.2 Director of Strategic Planning, Effectiveness, & Accreditation
 Program Cycle: #3 9/1/15 to 8/31/16

1 Goal

Establish a systematic approach to managing SACSCOC Substantive Changes at TVCC.

1.1 Outcome Description

Decrease the amount of manual processes related to SACSCOC Substantive Changes.

1.2 Implementation Strategy

Implement a tracking system to log all substantive changes from the past and new changes as they occur.

1.3 Assessment Method

All Substantive Changes that are currently in paper format will be scanned and logged in the tracking system and the baseline will be established by the number of documents that are scanned and logged.

1.4 Criterion (Expected Outcome)

The number of manual processes will be zero at the end of this fiscal year.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

1.5.1 Narrative of the relationship to the QEP

1.6 Relationship to Unit Mission

1.7 Strategic Plan Relationship - LINK to selection

2.6 Institutional Effectiveness

General Outcomes Links

Strategic Plan 2 Enhance the College

2.6 Institutional Effectiveness Institutional Effectiveness

1.7.1 Strategic Plan Relationship Narrative

This outcome is directly related to Strategic Planning Goal Enhance The College through the action area of 2.6 Institutional Effectiveness by ensuring the college continues to be in compliance with all SACSCOC Core Requirements, Comprehensive Standards, and Federal Requirements.

1.8 Operational Budget Implications

This outcome will not require any additional budget implications.

1.9 Personnel Budget Implications

This outcome will not require additional personnel needs.

1.10 Equipment Budget Implications

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

All SACSCOC Substantive Change documents have been scanned from the past, and an excel spreadsheet has been created with the following file names:

YYYY_MM_DD_SACSCOC_Approval_DescriptionOfWhatTheApprovalWas or

YYY_MM_DD_TVCC_Notification_Description

All new requests are immediately scanned and the naming convention applied to the scanned documents.

1.13 Changes as a Result of Evaluation

We will continue the process that is in place unless new SACSCOC policies stipulate a change on the College's end.

2 Goal

Develop an institutional effectiveness committee.

2.1 Outcome Description

Decrease the number of surveys that are administered to minimize survey fatigue of students, faculty, and staff.

2.2 Implementation Strategy

The committee will review all of the internal surveys for students, faculty, and staff in order to delete out unnecessary questions, and merge others together in order to reduce the number of surveys.

2.3 Assessment Method

The total number of surveys and survey questions for FY 14-15 will be tabulated and measured against the number of surveys and survey questions in FY 15-16

2.4 Criterion (Expected Outcome)

The number of surveys will be decreased in order to avoid survey fatigue.

2.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

2.5.1 Narrative of the relationship to the QEP

2.6 Relationship to Unit Mission

2.7 Strategic Plan Relationship - LINK to selection

2.6 Institutional Effectiveness

General Outcomes

Links

Strategic Plan 2
Enhance
the
College

2.6.1

Ensure the college engages in ongoing, integrated, and institution-wide planning and evaluation processes that incorporate a systematic review of institutional mission, goals, and outcomes, resulting in continuous improvement in institutional quality and demonstrating the institution is effectively accomplishing its mission

Provide on-going support and training to ensure that assessment cycles are enforced to

- 2.6.2 identify outcomes, actual outcomes are measured, results are analyzed, and actions are taken (or planned) to improve performance; changes, if needed, are made based on the information collected
- 2.6.3 Ensure the College is in compliance with all core requirements, comprehensive standards, and federal requirements, as stipulated by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Principles of Accreditation
- 2.6 Institutional Effectiveness Institutional Effectiveness

2.7.1 Strategic Plan Relationship Narrative

This outcome is directly related to the Institutional Effectiveness Strategic Planning Goals 2.6 to ensure the college continues to review its processes for improvement.

2.8 Operational Budget Implications

There will not be any additional budget implications.

2.9 Personnel Budget Implications

NA

2.10 Equipment Budget Implications

NA

2.11 Personal Notes

Representatives from all campuses, faculty, staff, and administrators will be the make-up of the committee.

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

A committee has been formed by the Coordinator of Institutional Research with a small pilot using the physical facilities, residential housing survey, and the security survey.

Due to the hectic process of submitted the SACSCOC compliance certification to the off-site committee, we have not implemented this too full capacity.

2.13 Changes as a Result of Evaluation

This outcome will be carried forward by the Coordinator of Institutional Research next year, since the achievement of the outcome was not complete.

Program Name: 3.3.1.2 Director of Systems Support Services**Program Cycle: #3 9/1/15 to 8/31/16****1 Goal UCS Chassis**

Continue to provide the college with a stable virtual environment to host virtual servers that handle many of the College's mission critical services such as email and file storage.

1.1 Outcome Description UCS Chassis

Implementing a new Cisco UCS blade server chassis will allow us to replace single physical servers that are going out of warranty, as well as increase the amount of resources available to the virtualized environment. This will provide the college with a stable virtual environment to host virtual servers.

1.2 Implementation Strategy UCS Chassis

IT Services will purchase and install a new Cisco UCS Chassis with four blade servers. Once basic set up is done we will install VMWare ESX Host software and will migrate non-mission critical virtual servers from the pre-existing Dell hardware servers to test migration capability. We will also create various test servers to verify that the chassis is performing properly before migrating mission critical hosts to the new servers.

1.3 Assessment Method

A quantitative measurement of the progress will be made to determine when the goal is reached.

1.4 Criterion (Expected Outcome) UCS Chassis

To have a stable virtualized environment that provides a stable environment for virtual servers that host mission critical servers for the college.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

1.5.1 Narrative of the relationship to the QEP**1.6 Relationship to Unit Mission UCS Chassis**

This goal relates to the overall success of the mission for the office of Information Technology Services.

1.7 Strategic Plan Relationship - LINK to selection

2.4 Technology

1.7.1 Strategic Plan Relationship Narrative

This goal relates to the overall success of the mission for the office of Information Technology Services.

1.8 Operational Budget Implications**1.9 Personnel Budget Implications****1.10 Equipment Budget Implications**

The cost of the Cisco UCS chassis is \$53,238.68.

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

With the UCS chassis installed Systems Support was able to EOL five Dell standalone servers.

1.13 Changes as a Result of Evaluation

The new UCS chassis has provided more resources for the TVCC virtual environment as well as creating a newer more stable infrastructure for our environment.

2 Goal Exchange email environment to Exchange 2013

Upgrade current Exchange email environment to Exchange 2013. This is a goal carried over from the previous assessment period.

2.1 Outcome Description Exchange

Install and migrate users to new Exchange 2013 environment to provide stability in email as well as provide more storage resources for TVCC employees.

2.2 Implementation Strategy

Two virtual Windows 2012r2 servers will be built and spec'd out for Exchange 2013. Two Exchange 2013 Enterprise version servers will be built. One server will act as an active server, the other server will act as a passive server providing redundancy and faster backups of the environment. Once testing is complete users will be moved to the new email environment.

2.3 Assessment Method

A quantitative measurement of the progress will be made to determine when the goal is reached.

2.4 Criterion (Expected Outcome)

With a new Exchange 2013 email environment, users should experience a more stable email environment as well as have more email storage.

2.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

2.5.1 Narrative of the relationship to the QEP

2.6 Relationship to Unit Mission

This goal relates to the overall success of the mission for the office of Information Technology Services

2.7 Strategic Plan Relationship - LINK to selection

2.4 Technology

2.7.1 Strategic Plan Relationship Narrative

This goal relates to the overall success of the mission for the office of Information Technology Services

2.8 Operational Budget Implications

2.9 Personnel Budget Implications

2.10 Equipment Budget Implications

The Exchange 2013 upgrade will utilize current resources and licensing. There are no budget requirements.

2.11 Personal Notes

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

The Exchange 2013 environment has provided our employees with more storage as well as a better mobile email solution.

2.13 Changes as a Result of Evaluation

The email environment has become more stable with the implementation of Exchange 2013 and our employee users have more storage and abilities with the new environment.

3 Goal Nimble Storage

The installation of the Nimble san will provide resources for the growth of san storage, as well as provide better response of mission critical data for the college.

3.1 Outcome Description

Installation of the Nimble san will provide storage resources for our ever growing virtual environment. Mission critical servers that utilize the Nimble san will have better performance than our current storage environment. The new san will provide more storage for the college.

3.2 Implementation Strategy

The Nimble san will be physically installed in the NOC and will utilize a 10g network connection. Datastores will be created and loaded with intensive data which will then be used to verify throughput. Once this testing is completed, mission critical datastores for current virtual servers will be migrated to the Nimble San.

3.3 Assessment Method

A quantitative measurement of the progress will be made to determine when the goal is reached.

3.4 Criterion (Expected Outcome)

With a new san added to our storage network users will experience faster process time with current mission critical applications.

3.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

3.5.1 Narrative of the relationship to the QEP

3.6 Relationship to Unit Mission

This goal relates to the overall success of the mission for the office of Information Technology Services.

3.7 Strategic Plan Relationship - LINK to selection

2.4 Technology

3.7.1 Strategic Plan Relationship Narrative

This goal relates to the overall success of the mission for the office of Information Technology Services.

3.8 Operational Budget Implications

3.9 Personnel Budget Implications

3.10 Equipment Budget Implications

The Nimble san will cost \$67,670.50.

3.11 Personal Notes

3.12 Results/Findings (Data Summary - Analysis & Evaluation)

The new Nimble storage device has been brought into production, providing a faster SAN storage environment.

3.13 Changes as a Result of Evaluation

The Nimble san has been implemented and is currently hosting mission critical SQL database servers as well as email. Systems Support has seen faster throughput for mission critical services.

4 Goal Upgrade domain from 2007 to 2012r2

Upgrade the current domain to Windows 2012r2

4.1 Outcome Description

Three new Windows 2012r2 servers will be built to server as domain controllers, providing a more stable domain environment. The third domain controller will house the domain services for the outer campuses which will cut down on complexity as well as speed up replication between DCs.

4.2 Implementation Strategy

3 Windows 2012r2 servers will be built and spec'd out for domain services. Domain controllers will be brought online and services moved from Windows 2008 to the new servers. Domain services for the outer campuses will be moved to the third new domain controllers which will remove the need for physical servers on the outer campuses. Once services are tested and error logs are clear of any errors, the domain schema will be upgraded to 2012 and the 2008 domain controllers will be taken out of service.

4.3 Assessment Method

A quantitative measurement of the progress will be made to determine when the goal is reached.

4.4 Criterion (Expected Outcome)

By upgrading the domain to 2012r2 domain services such as DNS and DHCP will be more reliable and better able to handle the large number of devices that are utilizing these services.

4.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

4.5.1 Narrative of the relationship to the QEP

4.6 Relationship to Unit Mission

This goal relates to the overall success of the mission for the office of Information Technology Services.

4.7 Strategic Plan Relationship - LINK to selection

2.4 Technology

4.7.1 Strategic Plan Relationship Narrative

This goal relates to the overall success of the mission for the office of Information Technology Services.

4.8 Operational Budget Implications

4.9 Personnel Budget Implications

4.10 Equipment Budget Implications

This goal will utilize current resources.

4.11 Personal Notes

4.12 Results/Findings (Data Summary - Analysis & Evaluation)

Upgrading to Windows 2012r2 domain environment has provided a more stable environment for our users.

4.13 Changes as a Result of Evaluation

The upgrade to 2012r2 as well as the consolidation of domain controllers on the main campus have provided a more secure and stable operating environment.

Program Name: 3.3.1.2 Director of Transportation and Logistics
Program Cycle: #3 9/1/15 to 8/31/16

1 Goal Archives

To conduct the public sale of surplus assets.

1.1 Outcome Description

Conduct a public sale of excess college furniture, fixtures and equipment under the guidelines of the TVCC asset disposal policy.

1.2 Implementation Strategy

We will conduct a local sale of all excess furniture, fixtures & equipment identified on each campus. All sales and removals will follow the LOCAL college board policies.

1.3 Assessment Method

The policies, procedures, and methods used in gathering and sale of the excess FF&E will be reviewed and modified as needed so the process can be repeated on an as needed or annual basis.

1.4 Criterion (Expected Outcome)

The expectation is to have more order and organization to the facilities containing any the items needed for current college operations.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

1.5.1 Narrative of the relationship to the QEP

Not related to the Learning Initiative

1.6 Relationship to Unit Mission

This work is not directly related to the unit mission other than to reduce cost.

1.7 Strategic Plan Relationship - LINK to selection

2.3 Facilities Management

1.7.1 Strategic Plan Relationship Narrative

2.3.2 Update and complete the major projects list, as funding is approved. This project is considered a significant project and completion will support this Administrative Outcome.

1.8 Operational Budget Implications

Minimal operational Budget Implications

1.9 Personnel Budget Implications

No personnel budget implications.

1.10 Equipment Budget Implications

No equipment budget implications

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

The college was able to sell a lot of identified excess equipment. Additionally we exceeded our sales goal of 14K. The college identified and was able to sell excess items listed as follows: a few motorized vehicles, furniture, athletic equipment, grounds equipment, custodial equipment, and audio visual equipment. All items were sold as where is.

1.13 Changes as a Result of Evaluation

The excess equipment sold allowed for the recapture of college space for accumulation of other excess equipment for future sales.

Program Name: 3.3.1.2 Energy Education Specialist
Program Cycle: #3 9/1/15 to 8/31/16

1 Goal

Compose, complete, and publish a monthly energy consumption report from our on line energy data software to each building captain and the college website monthly for the 2015-16 school year.

1.1 Outcome Description

During each of the FY 15-16 months publish an energy consumption report comparing current monthly usage and costs to the each month of the last 4 years.

1.2 Implementation Strategy

During each month of the FY-2015-16 we expect to enter the usage and cost data from each utility provider's monthly bill into our energy tracking software. This software will provide for the energy consumption report called out in this goal. Our accounting department also produces payment information and publishes a utility monthly cash report. We will share this data as a supplement to the usage report produced by our energy tracking software.

1.3 Assessment Method

Provide these periodic reports to our internal staff and externally to our facility web site.

1.4 Criterion (Expected Outcome)

Keep the utility usage information in front of our staff to encourage continued conversation measures by staff members and reduce operational costs to the college.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

1.5.1 Narrative of the relationship to the QEP

The work in this goal has little relationship to the QEP except to hold down the utility costs for the college allowing those funds to be used in other areas.

1.6 Relationship to Unit Mission

Maintain maximum control of college expenses providing greater budget flexibility of spending in other areas.

1.7 Strategic Plan Relationship - LINK to selection

2.3 Facilities Management

1.7.1 Strategic Plan Relationship Narrative

This work is related to our strategic plan as we improved facilities operations on all campuses.

1.8 Operational Budget Implications

Continue to control utility expenses achieved in the last 4 years.

1.9 Personnel Budget Implications

No implications noted.

1.10 Equipment Budget Implications

No new equipment required for this goal completion.

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

Additional work is required on this goal. The needed material has been gathered but has not been published as planned. We will continue this work into next year.

1.13 Changes as a Result of Evaluation

More effort will be applied to the reporting of information via the college web site.

Program Name: 3.3.1.2 Grant Coordinator

Program Cycle: #3 9/1/15 to 8/31/16

1 Goal Meadows Foundation

Research Meadows Foundation to obtain funding for nursing program equipment

1.1 Outcome Description

Obtain funding for the nursing program to purchase equipment for the labs for the students to use.

1.2 Implementation Strategy

We will first research Meadows Foundation website then proceed with the application process and eventually contact Meadows if we do not receive feedback

1.3 Assessment Method

will retain copies of correspondence with Meadows and a copy of the application

1.4 Criterion (Expected Outcome)

to obtain funding for the nursing program lab

1.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

1.5.1 Narrative of the relationship to the QEP

N/A

1.6 Relationship to Unit Mission

The mission of the Trinity Valley Community College Foundation is to support the growth and development of Trinity Valley Community College in whatever ways beneficial to its students, faculty, staff and campus facilities. We fulfill this mission by actively encouraging private gifts from individuals, alumni, businesses, associations and service organizations.

1.7 Strategic Plan Relationship - LINK to selection

3.1 Institutional Advancement

General Outcomes Links

Strategic Plan 2 Enhance the College

2.2.2

Expand the opportunity to leverage resources through partnerships, community organizations, and grants

1.7.1 Strategic Plan Relationship Narrative

This will satisfy Goal 2 enhance the college

1.8 Operational Budget Implications

N/A

1.9 Personnel Budget Implications

N/A

1.10 Equipment Budget Implications

N/A

1.11 Personal Notes**1.12 Results/Findings (Data Summary - Analysis & Evaluation)**

The college chose not to apply for this grant because we applied for a THECB grant instead.

1.13 Changes as a Result of Evaluation

We will not apply for this grant next year as we will be focusing on the THECB.

2 Goal ESI Pell Grant 2015

To obtain Pell grant funding for TDCJ

2.1 Outcome Description

To allow inmates through TDCJ to obtain a certificate or degree while earning pell grant funds through the Dept of ED

2.2 Implementation Strategy

Meet with staff and attend webinar, send a letter of intent and complete the application process once approved

2.3 Assessment Method

Retain copies of email correspondence, webinar materials, letter of intent, and application materials along with final award if applicable.

2.4 Criterion (Expected Outcome)

to be selected to be an experimental site for the ESI Pell Grant for Inmates experiment with the Dept of Education

2.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

2.5.1 Narrative of the relationship to the QEP

no relationship

2.6 Relationship to Unit Mission

The mission of the Trinity Valley Community College Foundation is to support the growth and development of Trinity Valley Community College in whatever ways beneficial to its students, faculty, staff and campus facilities. We fulfill this mission by actively encouraging private gifts from individuals, alumni, businesses, associations and service organizations.

2.7 Strategic Plan Relationship - LINK to selection

3.1 Institutional Advancement

Plan Links

Strategic Plans

2015-2020-G002

Enhance the College

General Outcomes Links

Strategic Plan 2 Enhance the College

2.2.2 Expand the opportunity to leverage resources through partnerships, community organizations, and grants

2.7.1 Strategic Plan Relationship Narrative

will meet goal 2 enhance the college

2.8 Operational Budget Implications

N/A

2.9 Personnel Budget Implications

N/A

2.10 Equipment Budget Implications

N/A

2.11 Personal Notes**2.12 Results/Findings (Data Summary - Analysis & Evaluation)**

The college applied for this grant but was not granted for the experiment.

2.13 Changes as a Result of Evaluation

We will not apply for this grant next year as the option will not be available. If the option becomes available, we will apply.

Program Name: 3.3.1.2 Graphic and Print Design Coordinator

Program Cycle: #3 9/1/15 to 8/31/16

1 Goal

Eliminate "dropped" jobs and increase efficiency in tracking and completing print jobs.

1.1 Outcome Description

Eliminate "dropped" jobs and increase efficiency in tracking and completing print jobs. The Print Shop will complete 100% of print jobs on time - based on a schedule of completion to be determined.

1.2 Implementation 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. The website will be complete during the spring 2016 semester.

1.3 Assessment Method

Each job is logged with the time it is received and deadline for its completion.

1.4 Criterion (Expected Outcome)

The Print Shop will complete 100% of print jobs on time - based on a schedule of completion to be determined.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

1.5.1 Narrative of the relationship to the QEP

NA

1.6 Relationship to Unit Mission

NA

1.7 Strategic Plan Relationship - LINK to selection

2.1 Business Operations

1.7.1 Strategic Plan Relationship Narrative

This outcome relates to Goal # 5.2.1 by using technology to automate and improve the job intake and tracking process.

1.8 Operational Budget Implications

None

1.9 Personnel Budget Implications

None

1.10 Equipment Budget Implications

None

1.11 Personal Notes

This has been an evolving process over the last few years, but each year, we've edged closer to a workable solution. Although we've examined outside sources, the costs have been prohibitive. The timing seems right now, however, with some additions to the IT staff.

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

We have a fledgling online job submission tool we tested during fall 2015 and will seek to implement fully in spring 2016. Although not fully functional yet, the process will allow us to more easily and accurately track jobs as they come in and are completed. The next step is to create a website for the print shop and educating clients on how to use it and timelines required to fulfill various types of printing jobs during the spring 2016 semester.

1.13 Changes as a Result of Evaluation

Our emphasis in 2016-17 will be in getting a web page up to help guide clients through the ordering process as well as educational efforts to encourage everyone to use the web site and online order form. Deadlines for submitting jobs will be clearly stated on the web page.

Program Name: 3.3.1.2 Manager of Purchasing, Contracts, and Insurance
Program Cycle: #3 9/1/15 to 8/31/16

1 Goal

Develop a plan to have electronic copies of agreements and contracts listed on Contract Matrix excel worksheet in a shared drive folder.

1.1 Outcome Description

Decrease the wait time when a person requests a copy of an agreement/contract.

1.2 Implementation Strategy

Copy and scan the contract documents into a shared drive.

1.3 Assessment Method

To have all agreements/contracts on the Contract Matrix excel worksheet scanned and entered into a shared drive so they can be viewed as requested by appropriate personnel.

1.4 Criterion (Expected Outcome)

Personnel wait time for retrieval of agreements/contracts will be immediate.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

1.5.1 Narrative of the relationship to the QEP

1.6 Relationship to Unit Mission

1.7 Strategic Plan Relationship - LINK to selection

2.1 Business Operations

1.7.1 Strategic Plan Relationship Narrative

1.8 Operational Budget Implications

No operational budget funds will be needed to achieve this outcome.

1.9 Personnel Budget Implications

No additional personnel will be needed to achieve this outcome.

1.10 Equipment Budget Implications

No equipment budget funds will be needed to achieve this outcome.

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

Some agreements and contracts listed on Contract Matrix have been scanned and are on the Purconins\$ shared directory under file folder Contract Matrix Agreements & Contracts. The process of scanning the agreements and contracts will continue for 2016-2017.

1.13 Changes as a Result of Evaluation

Some agreements and contracts are available for immediate review by appropriate personnel. More will be available in 2016-2017.

Program Name: 3.3.1.2 Public Information Officer
Program Cycle: #3 9/1/15 to 8/31/16

1 Goal

Increased awareness of community colleges' role in expanding educational opportunities.

1.1 Outcome Description

Expand news coverage of all TVCC campuses in print, broadcast and web news outlets. Target 5% increase in number of news articles published.

1.2 Implementation Strategy

Track news coverage during 2015-2016 to establish a baseline, including number of newspaper articles, TV and online mentions.

Expand and improve relationships with media in all campus locations.

1.3 Assessment Method

Keep monthly records of coverage.

1.4 Criterion (Expected Outcome)

Establish a baseline for improvement by March, 2016 by tracking total news articles published from September to December, 2015.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

1.5.1 Narrative of the relationship to the QEP

NA

1.6 Relationship to Unit Mission

1.7 Strategic Plan Relationship - LINK to selection

3.1 Institutional Advancement

1.7.1 Strategic Plan Relationship Narrative

This outcome relates to TVCC goal 3.1 and 3.2 by creating more interest and increased enrollment in program offerings through traditional and social media, and specifically by using non-traditional media to attempt to increase response from ethnically, educationally or economically under-represented populations.

1.8 Operational Budget Implications

NA

1.9 Personnel Budget Implications

NA

1.10 Equipment Budget Implications

NA

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation) Results of 2015-16 Tracking

Tracked 84 printed newspaper and 68 online stories from press releases submitted to service area publications, for a total of 152.

This number will be used as a baseline for comparison to 2016-17 school year.

1.13 Changes as a Result of Evaluation Plan for 2016-17

We will track more print and online stories, with a goal of increasing press coverage by 5%.

Program Name: 3.3.1.2 VP of Administrative Services and Chief Financial Officer
Program Cycle: #3 9/1/15 to 8/31/16

1 Goal

1.1 Outcome Description

Implement accounting for Governmental Accounting Standard (GASB) 68 into the college's financial system.

1.2 Implementation Strategy

CFO and Controller will work with Administrative Computing to develop an automated software solution.

1.3 Assessment Method

The college's 8/31/16 General Ledger will include GASB 68 transactions.

1.4 Criterion (Expected Outcome)

The college's 8/31/16 General Ledger will include GASB 68 transactions.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

1.5.1 Narrative of the relationship to the QEP

None.

1.6 Relationship to Unit Mission

1.7 Strategic Plan Relationship - LINK to selection

2.2 Finance

1.7.1 Strategic Plan Relationship Narrative

Implementation of GASB 68 accounting supports the goal of confirming adequate financing by meeting financial reporting compliance requirements, thereby assuring continued funding from state, federal and local sources.

1.8 Operational Budget Implications

None.

1.9 Personnel Budget Implications

Will likely require part-time staff to assist with implementation and documentation.

1.10 Equipment Budget Implications

None.

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

GASB 68 transactions were successfully recorded in the college's financial systems for fiscal year ended 8/31/16. For clarity in reporting, a new financial entity with its own chart of accounts and general ledger was created to account for GASB transactions separately from the TVCC regular entity. The new entity will be used

from this point forward to account for all GASB transactions not requiring integration into the TVCC entity.

1.13 Changes as a Result of Evaluation

Program Name: 3.3.1.2 VP of Information Technology
Program Cycle: #3 9/1/15 to 8/31/16

1 Goal Implement a New ITIL Based Service Desk Solution

Implement ServiceNow

ServiceNow will enable improved IT incident tracking as well as more robust IT problem management and service request processes.

1.1 Outcome Description

ServiceNow will enable improved IT incident tracking as well as more robust IT problem management and service request processes. In a future release of ServiceNow, we will implement a self-service website. For the first time you'll be able to submit requests online: 1) IT incident requests: Log on to submit a request for help with your IT-related issue; 2) IT service requests: Submit a request for a new IT service. Once you submit your request, you can track its status through to completion, all online. This self-service capability is one more way we're working hard to make it easier for you to get the support you need.

1.2 Implementation Strategy

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.

1.3 Assessment Method

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.

1.4 Criterion (Expected Outcome)

1.5 Relationship to the Quality Enhancement Plan (QEP)

Student Engagement Only

1.5.1 Narrative of the relationship to the QEP

1.6 Relationship to Unit Mission

1.7 Strategic Plan Relationship - LINK to selection

2.4 Technology

1.7.1 Strategic Plan Relationship Narrative

1.8 Operational Budget Implications

1.9 Personnel Budget Implications

1.10 Equipment Budget Implications

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

Service Now has proven to be an easier Service Desk product for end-users and has allowed IT Services to expedite requests from users as well as to track the progress of incidents and projects.

1.13 Changes as a Result of Evaluation

The previous Service Desk software, Helpstar, has been retired. The Service Now installation has fully replaced Helpstar as the TVCC Service Desk ticketing system.

2 Goal

Continue to provide additional training for IT Personnel.

2.1 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.

2.2 Implementation 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.

2.3 Assessment Method

A quantitative measurement of the progress will be made to determine when the goal is reached.

2.4 Criterion (Expected Outcome)

2.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

2.5.1 Narrative of the relationship to the QEP

2.6 Relationship to Unit Mission

2.7 Strategic Plan Relationship - LINK to selection

2.4 Technology

2.7.1 Strategic Plan Relationship Narrative

2.8 Operational Budget Implications

2.9 Personnel Budget Implications

2.10 Equipment Budget Implications

2.11 Personal Notes

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

2.13 Changes as a Result of Evaluation

3 Goal

Perform a cost and comparison study for between the various ERP systems to determine the best solution for TVCC.

3.1 Outcome Description

A cost and feature comparison study will help the Executive Team and board make an informed decision on whether to say with in-house development or to look to commercial vendors for our ERP system.

3.2 Implementation Strategy

3.3 Assessment 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 verses 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.

3.4 Criterion (Expected Outcome)

3.5 Relationship to the Quality Enhancement Plan (QEP)

Student Engagement Only

3.5.1 Narrative of the relationship to the QEP

3.6 Relationship to Unit Mission

3.7 Strategic Plan Relationship - LINK to selection

2.4 Technology

3.7.1 Strategic Plan Relationship Narrative

3.8 Operational Budget Implications

3.9 Personnel Budget Implications

3.10 Equipment Budget Implications

3.11 Personal Notes

3.12 Results/Findings (Data Summary - Analysis & Evaluation)

The ERP research will continue into the next year.

3.13 Changes as a Result of Evaluation

This will not be determined until the ERP research/selection process is complete. It will continue into next year.

Program Name: 3.3.1.2 VP of Institutional Advancement and Executive Director of Foundation
Program Cycle: #3 9/1/15 to 8/31/16

1 Goal Increase Donations

Increase donations by 5% in support of TVCC and its students.

1.1 Outcome Description

Increase donations to the TVCC Foundation by 5% by end of FY 2016.

1.2 Implementation Strategy

The Vice President of Institutional Advancement will solicit more funding through direct mail, major gifts, annual fund campaigns, events and grants by cultivating relationships with alumni and friends of TVCC through mailings, visits and other modes of engagement.

1.3 Assessment Method

Results reported in financial statements.

1.4 Criterion (Expected Outcome)

5% increase in donations made to the TVCC Foundation in FY16 compared to FY2015.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Student Engagement Only

1.5.1 Narrative of the relationship to the QEP

The current QEP has been identified as college readiness and academic success for traditional and distance learning students. The Institutional Advancement Office has a relationship with this QEP through the solicitation of funding for the program.

1.6 Relationship to Unit Mission

The aforementioned goal is directly related to the state mission of the Office of Institution of Advancement, which is the following:

The mission of the Trinity Valley Community College Foundation is to support the growth and development of Trinity Valley Community College in whatever ways beneficial to its students, faculty, staff and campus facilities. We fulfill this mission by actively encouraging private gifts from individuals, alumni, businesses, associations and service organizations.

1.7 Strategic Plan Relationship - LINK to selection

3.1 Institutional Advancement

1.7.1 Strategic Plan Relationship Narrative

Enhance Communities: 3.1:

Goal 3.1.1- Increase donations to expand support for students and the college.

1.8 Operational Budget Implications

Estimate is: \$5,000-\$15,000 for direct mail appeals, events and travel. However, this is just an estimate. Will

have more concrete estimates for FY17.

1.9 Personnel Budget Implications

N/A. Goal is to propose Development Officer or Director of Development to help solicit gifts in FY17.

1.10 Equipment Budget Implications

N/A. However, do need Constituent Relationship Management (CRM) System to manage alumni and friends.

1.11 Personal Notes

N/A

1.12 Results/Findings (Data Summary - Analysis & Evaluation) Donations increased

Donations increased by 30% over the prior year due to strategic fundraising, infrastructure development and alumni/friends engagement. Goal was surpassed by 25%.

1.13 Changes as a Result of Evaluation

Based on the results, continued infrastructure development, strategic fundraising and engagement will continue into the new year.

Academic & Student Support Services

Program Name: 3.3.1.3 Associate VP of Academic Education

Program Cycle: #3 9/1/15 to 8/31/16

1 Goal

Improve validity of the direct measures of CORE curriculum assessment, both at the institution level through the use of standardized and nationally normed online evaluations and at the course level with the current LEAPS that are being incorporated.

1.1 Outcome Description

More relevant and useable data assessing critical thinking, communication, empirical and quantitative, teamwork, personal responsibility, and social responsibility will be collected so that data driven curricular decisions will translate to better opportunities for student learning.

1.2 Implementation Strategy

Work closely with the institutional research department, the testing department, the campus advisement centers, and the division chairs to determine a reasonable schedule for assessments that provide baseline and summative information for TVCC students in the core objectives.

1.3 Assessment Method

Compare response rates of direct assessments at the institutional level and course level from FY15 with FY16, focusing on marked improvement in the online students who complete the assessment.

1.4 Criterion (Expected Outcome)

Response rates of core objective direct assessment will increase by 15% from FY15 to FY16 with special emphasis placed on online students completing the institutional assessment.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

1.5.1 Narrative of the relationship to the QEP

N/A

1.6 Relationship to Unit Mission

In an effort to embrace the mission of TVCC serving as a learning-centered college that provides quality academic programs, it is critical to evaluate the quality of our academic, core-curricular transfer courses, assessment in the core objectives of critical thinking, communication, empirical and quantitative skills, teamwork, personal responsibility, and social responsibility, direct assessment methods should be completed by all students, regardless of campus affiliation or mode of delivery.

1.7 Strategic Plan Relationship - LINK to selection

1.3 Academic Success

1.7.1 Strategic Plan Relationship Narrative

This administrative outcome is related to 5.1.3 as the purpose is to improve upon the validity of core objective assessments while attempting to increase participation for all students, regardless of campus affiliation or mode of delivery. Furthermore, use of the data will be more meaningful for divisions in determining curricular adjustments.

1.8 Operational Budget Implications

1.9 Personnel Budget Implications

Increase budgetary allocations in IR accounts to have online options of core assessments available to all students, regardless of their campus affiliation or mode of delivery.

1.10 Equipment Budget Implications

N/A

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

1. The general education committee, a subset of the curriculum and instruction committee, gathered multiple times to evaluate the quality of the LEAPs that were submitted FY2014. During the process, a standardized evaluation instrument was refined and calibrated so that each member's evaluation of their assigned LEAPs was very structured and uniform. Findings revealed that 19.43% evaluated were "high quality", 62.75% were "moderate", 17.81 % were "poor".

2. To embrace the online students and their ability to complete direct assessments of TVCC's general education program, the ETS was selected to replace the CAAP. This testing option provides a manner for online students to access and complete it from any location. We will continue using the ETS in hopes that a greater representation of students access and complete it.

1.13 Changes as a Result of Evaluation

1. TVCC wants to improve the quality of ALL LEAPS and have them serve a purpose in curricular decisions within all courses.

2. More training opportunities will be provided to improve the quality of LEAP writing will include faculty with their respective division chairs and utilize FY14 results to focus on WHAT the evaluation of LEAPS looks for.

3. Standardized rubric of core objectives for general education program reviews will be developed by a committee during the FY17 academic year.

Program Name: 3.3.1.3 Associate VP of TDCJ Correctional Programs

Program Cycle: #3 9/1/15 to 8/31/16

1 Goal

Continuation of a comprehensive recruitment, counseling and enrollment initiative for TDCJ credit vocational, non-credit vocational and academic college students for FY16.

1.1 Outcome Description

Increase TDCJ enrollment by using more effective counseling and enrollment strategies used by counseling/enrollment personnel.

1.2 Implementation 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 program.

1.3 Assessment Method

A objective to increase FY16 college-credit enrollment and contact hours above FY15 levels, will be the standard method of assessment.

1.4 Criterion (Expected Outcome)

Credit and non-credit vocational and academic enrollment for FY16 will increase over FY15.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

1.5.1 Narrative of the relationship to the QEP None.

1.6 Relationship to Unit Mission

1.7 Strategic Plan Relationship - LINK to selection

1.3 Academic Success

1.7.1 Strategic Plan Relationship Narrative Academic Success Outcome

This outcome relates to Action Area 1.3: Academic Success Outcome 1.3.1. Increase the number of graduates with associate degrees and certificates each year.

1.8 Operational Budget Implications

Existing operational budgets will provide the necessary resources for this outcome.

1.9 Personnel Budget Implications

A new position, Counselor of TDCJ Programs, shall be proposed to replace the current Coordinator of TDCJ Enrollment position. Existing personnel budget funds shall be applied to the proposed position.

1.10 Equipment Budget Implications

No equipment budget implications are anticipated.

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

Academic, credit vocational and non-credit vocational enrollment for FY15 was similar to enrollment for FY14. However, due to limits being placed on enrollment by the TDCJ and increases in tuition costs, the number of associate degree graduates and credit certificates declined for FY15. The number of non-credit, no tuition certificates increased for FY15 by 18% compared to FY14.

Comparable enrollment for FY14 and FY15 is an indication of acceptable recruiting results and the increase in non-credit vocational results suggests that the general recruiting and counseling strategy is working in spite of controls on enrollment by the TDCJ.

1.13 Changes as a Result of Evaluation

As a result of the acceptable recruiting strategies for FY15, a similar plan will continue for FY16. The reduction of contract funding from the TDCJ will be offset by special appropriated funding from the Texas Legislature for FY16.

2 Goal

Pursue a strategy to consolidate some TDCJ Administrative Offices, to a central location.

2.1 Outcome Description

Improve the cohesiveness, communication, administrative performance and possible program expansion by consolidating many administrative services: clerical, continuing education and instructional coordination, to a central office location.

2.2 Implementation 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.

2.3 Assessment Method

To identify and receive approval to implement an initiative to remodel a larger, more centralized office location for the TVCC Correctional Education Division.

2.4 Criterion (Expected Outcome)

Administrative function, coordination and enrollment will improve for the Correctional Education Division.

2.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

2.5.1 Narrative of the relationship to the QEP

2.6 Relationship to Unit Mission

2.7 Strategic Plan Relationship - LINK to selection

2.3 Facilities Management

2.7.1 Strategic Plan Relationship Narrative Action Area 2.3: Facilities Management

Outcome 2.3.1 Update, prioritize and complete projects on the master plan, as funding is approved.

2.8 Operational Budget Implications

The cost of remodeling the existing college facility is to be determined.

2.9 Personnel Budget Implications

No personnel budget changes are anticipated.

2.10 Equipment Budget Implications

The equipment budget implications are to be determined.

2.11 Personal Notes

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

The Palestine Workforce Center was identified as a potential site for the relocation of the TDCJ offices. However, due to the transfer of the Officer Training Academy to the Palestine Campus Provost, this plan seems unlikely to materialize.

2.13 Changes as a Result of Evaluation

Reconsideration of this outcome, to relocate and consolidate the Correctional Education offices for FY16, has become less of a reality due to the transfer of the Officer Training Academy from the TDCJ Division. Other possible sites shall be sought and considered for FY17.

3 Goal

Develop a plan to expand the TVCC Training Academy for the Texas Department of Criminal Justice, Region II security officers, to provide pre-service training that shall be hosted by TVCC and located at the Palestine Workforce Center.

3.1 Outcome Description

To provide a learning environment for a TDCJ Pre-Service Training Academy that shall include appropriate instructional curriculum, clerical services and physical training facilities within FY17.

3.2 Implementation Strategy

Seek approval from the TVCC Board of Trustees and the TDCJ Administration, to expand the new officer training academy at the Palestine Workforce Center. Develop a plan to identify appropriate curriculum, enrollment procedures, instructional staff, administrative and clerical staff, for a proposed TVCC Pre-Service Training Academy.

3.3 Assessment Method

The approval, subsequent construction and matriculation of officers, through the proposed TVCC Pre-Service Training Academy, shall serve as an assessment for the accomplishment of this goal.

3.4 Criterion (Expected Outcome)

The success of the newly constructed In-Service Training Academy and resulting enrollment, shall provide the initiative to expand the TVCC Training Academy for TDCJ Pre-Service officers.

3.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

3.5.1 Narrative of the relationship to the QEP

3.6 Relationship to Unit Mission

3.7 Strategic Plan Relationship - LINK to selection

3.4 Community Service

3.7.1 Strategic Plan Relationship Narrative Action Area 3.3: Community Service Outcome
Outcome 3.3.2. Increase non-credit funded offerings to business and industry.

3.8 Operational Budget Implications

The cost of remodeling the existing college facility is to be determined.

3.9 Personnel Budget Implications

A new auxiliary staff position will be requested for FY 17, if the expansion of the TVCC Pre-Service Training Academy is approved.

3.10 Equipment Budget Implications

The equipment budget implications are to be determined.

3.11 Personal Notes

The outcome may be transferred to The Provost of the Palestine Campus in the future.

3.12 Results/Findings (Data Summary - Analysis & Evaluation)

The Officer Training Academy for TDCJ In-Service training became a reality in December of 2015, when the first class was held at the newly remodeled Palestine Workforce Center. This will prove to be one of the most successful educational partnership programs in the history of TVCC. With the transfer of administrative authority to the Palestine Provost, future expansion of the Training Academy, to include TDCJ Pre-Service training, shall be determined by the Palestine Campus Provost and TVCC President, with approval of the TVCC Board of Trustees.

3.13 Changes as a Result of Evaluation

The supervision and purview of the Officer Training Academy was transferred to the Palestine Campus Provost in the Fall of 2015. In the not-too-distant future, the TDCJ Region II Pre-Service Academy may request to be transferred to the PWC also. This would add yet another level of success to the PWC. **This outcome shall be transferred to the Palestine Provost for future updates.**

Program Name: 3.3.1.3 Associate VP of Workforce Education

Program Cycle: #3 9/1/15 to 8/31/16

1 Goal

Increase dual credit contact hours in CTE-workforce education courses. (2015-20 1.4.5 Strategic Plan Action Area Outcome)

1.1 Outcome Description

With the Texas Legislature's approval of HB 5, students will be able to earn one or more endorsements as part of their high school graduation requirements. Endorsements consist of a related series of courses that are grouped together by interest or skill set. Endorsements provide students with in-depth knowledge of a subject area. HB 5 also mandated dual college credit for the college general education core curriculum and workforce (CTE) courses. Implementation begins in the fall, 2016 semester. TVCC Workforce Education has been offering CTE courses for several years, however, with the advent of the new law, school districts have begun to request more dual-credit CTE classes. For 2015-16 (Fall-Spring) CTE dual credit contact hours will increase by 5% over the 2014-15 credit offerings.

1.2 Implementation Strategy

New course offerings along with Marketable Skills Achievement (MSA) Awards will be offered. MSA awards in Computer Science and also Health Occupations fields are currently offered and more MSA's will be developed over the coming year. Dual-credit enrollment increases in Welding and Mechanical Engineering Technology among other CTE areas are also expected. Faculty will be encouraged to attend high school career days and other events highlighting TVCC workforce programs.

1.3 Assessment Method

The 2015-16 contact hour enrollment information will be provided by Institutional research and will be compared with the 2014-15 contact hour enrollments. The percentage increase/decrease will be calculated and reported.

1.4 Criterion (Expected Outcome)

For 2015-16 (Fall-Spring) CTE dual-credit contact hours will increase by 5% over the 2014-15 CTE dual-credit enrollments.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

1.5.1 Narrative of the relationship to the QEP

1.6 Relationship to Unit Mission

1.7 Strategic Plan Relationship - LINK to selection

1.4 Workforce Success

1.7.1 Strategic Plan Relationship Narrative

This outcome relates to the TVCC Strategic Planning Goal 5.1.4 **Workforce Success** by increasing enrollment in and completion of Workforce courses being taught through dual credit.

1.8 Operational Budget Implications

No additional institutional budgeting is anticipated.

1.9 Personnel Budget Implications

Full-time faculty overload pay along with possible adjunct and embedded instructor salaries budgets may need adjustment to cover the anticipated increases in courses offered. Funding needs will be dependent on minimal enrollment numbers needed to

make the class. Where small numbers of dual-credit enrollments exist, attempts will be made to combine high schools and/or college courses to make sections.

1.10 Equipment Budget Implications

No additional institutional budgeting is anticipated.

1.11 Personal Notes

This goal is dependent on all parties: recruiters, counselors (high school and college), faculty, staff and administration (high school and college), working cooperatively with students to work to offer skills-based CTE training.

1.12 Results/Findings (Data Summary - Analysis & Evaluation) Increase in Workforce Dual Credit

The workforce dual credit programs grew 43% from fall, 2014 to spring, 2015.

1.13 Changes as a Result of Evaluation Changes

New high school campuses will be added to the dual credit online offerings which will increase contact hours for the coming year. New programs/courses will be added as requested.

2 Goal

Maintain the state average of workforce education program completers that are either employed or pursuing additional education within one year of graduation.

2.1 Outcome Description

It is extremely important that workforce education programs not only place an emphasis on recruitment and graduation efforts but to also include more emphasis on placement or continuing additional education. Efforts will be made to not only maintain but also increase graduate job placement or tracking to those students pursuing additional education.

2.2 Implementation Strategy

Recruitment and retention efforts will of course be continued, however, to address this outcome we will have to take a multi-year approach. Placement data from the state is usually two years behind the current year. However, the college is now subscribing to a placement service (GradCast) which assists in placement and tracks our students up to 18 months after graduation. Graduating students place their resume on the services' website and it is distributed to 100 potential employers within the geographic area identified. The service contacts the student several times over the 18 month period to assess their status and gather pertinent data about their employment which is then shared with the college.

AAS degrees are typically identified as a terminal degree designed for graduates to obtain employment after graduation, however many universities now offer BAAS degree options which are designed for our AAS degree completers to pursue a baccalaureate degree. TVCC has several universities that have identified pathways for our AAS degree completers to transition into their program. The Workforce Education division will be working to promote and disseminate information to the prospective graduates to let them know about transfer possibilities.

2.3 Assessment Method

Assessment for this outcome will come primarily from two sources, GradCast and the Texas Higher Education Coordinating Board. The division will report the latest data in the **Data Summary** at the end of the year.

2.4 Criterion (Expected Outcome)

Placement data (employed or pursuing additional college) at TVCC will be at or above the state average for all workforce programs in the state.

2.5 Relationship to the Quality Enhancement Plan (QEP)

Student Engagement Only

2.5.1 Narrative of the relationship to the QEP

This outcome relates to 1.1.9 (Increase overall student satisfaction with their experience at TVCC). If a student completes a workforce program at TVCC and finds employment in the program area they studied, satisfaction with that program should be high. Likewise, those pursuing additional education should also be pleased as they build on the foundation established at TVCC.

2.6 Relationship to Unit Mission

2.7 Strategic Plan Relationship - LINK to selection

1.4 Workforce Success

2.7.1 Strategic Plan Relationship Narrative

5.1.4 **Workforce Success** by increasing enrollment, graduation, professional licensure and employment rate for personnel enrolled in workforce education programs.

2.8 Operational Budget Implications

No additional institutional budgeting is anticipated.

2.9 Personnel Budget Implications

No additional institutional budgeting is anticipated.

2.10 Equipment Budget Implications

No additional institutional budgeting is anticipated.

2.11 Personal Notes

This goal is dependent on all parties: recruiters, counselors (high school and college), faculty, staff and administration (high school and college), working cooperatively with students to work to retain, graduate and provide student services to assist in job placement and/or transfer.

2.12 Results/Findings (Data Summary - Analysis & Evaluation) Student Placement

According to the Perkins Data Resources 2016-17 report, TVCC workforce programs met the 90% standard for placement. Out of 675 students, 495 were able to find employment or secured military service. The state target was 76% and the 90% goal was 68.4%. TVCC workforce students were able to secure employment at a 73.3% rate. This represents a 3% gain over 2013-14 rates and a 4% increase over 2012-13 rates.

2.13 Changes as a Result of Evaluation

While the program placement goals were technically met, efforts will continue to increase student placement to meet all state goals for placement in the future.

3 Goal

The TVCC Workforce Education division will be implementing legislation from the 84th Texas legislative session concerning HB 1583 - Relating to block scheduling for certain associate degree and certificate programs at public junior colleges. This bill will require block scheduling for at least 5 programs in the allied health, nursing, career and technology associate degree or certificate programs not previously offered as a block schedule. THECB will distribute the rules regarding this law this year for college implementation beginning in the fall of 2016 and TVCC will be in compliance.

3.1 Outcome Description

Approximately one-half of all college students in Texas attend school part-time while they work to help pay for school, and this is especially true at two-year institutions that offer associate degrees and specialty certificate programs. Because part-time students lack predictability in their school schedule, it is difficult for them to accommodate work schedules, child care, and other obligations. The decision between taking a class and working often leads to slower completion rates, and many times the student does not finish the degree at all. This goal is an effort to increase graduation rates for students seeking workforce certificates or degrees.

3.2 Implementation Strategy

Each department in each workforce division will develop potential block schedules for selected programs across multiple campuses, initiating rules provided by the THECB. Final approval will come through division chairs, the AVP for Workforce Education and the Vice President of Instruction. Decisions will need to be made prior to the completion of the fall, 2016 course schedule.

3.3 Assessment Method

A report identifying the five program areas will be presented to the THECB along with any other supporting data required by the THECB.

3.4 Criterion (Expected Outcome)

Five program areas will be identified and reported to the THECB. The cohort of students enrolled in those programs will be tracked to see if retention efforts were successful by scheduling courses in a block time period.

3.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

3.5.1 Narrative of the relationship to the QEP

3.6 Relationship to Unit Mission

3.7 Strategic Plan Relationship - LINK to selection

1.4 Workforce Success

3.7.1 Strategic Plan Relationship Narrative

5.1.4 **Workforce Success** by increasing enrollment, graduation, and/or professional licensure rates for those students enrolled in block scheduled programs.

3.8 Operational Budget Implications

No additional institutional budgeting is anticipated.

3.9 Personnel Budget Implications

No additional institutional budgeting is anticipated.

3.10 Equipment Budget Implications

No additional institutional budgeting is anticipated.

3.11 Personal Notes

3.12 Results/Findings (Data Summary - Analysis & Evaluation) Block Scheduling

As mandated by the state legislature, the college met the goal of identifying and publishing five block scheduled programs for the fall, 2016 semester. The programs identified include the following certificate programs: Automotive Technology, Cosmetology, Manicure/Nail Technology, Drafting Technology Basic and Welding.

3.13 Changes as a Result of Evaluation

Goals were met. The spring, 2017 schedule will reflect the continuation of the same block scheduled programs so that they have better retention and completion rates in these programs.

Program Name: 3.3.1.3 Band Administration

Program Cycle: #3 9/1/15 to 8/31/16

1 Goal

To improve the quality of playing among members of the TVCC instrumental program.

1.1 Outcome Description

The fall 2015 marching band will perform music that is challenging so as to improve their skill level to that above the average community college student.

1.2 Implementation Strategy

The marching band director, the director of bands, and private music instructors will work with students to hone their skills, and they will assist students in setting skill-based goals and guide them in creating pathways to reach those goals so that students' performance levels are stretched and improved.

1.3 Assessment Method

By spring concert season, students will be playing music that exceeds the average skill level of a community college student. They will perform musical pieces that are considered to be university-level, and they will perform them with skill and pleasing sound. The determinations of skill and performance sound will be made by departmental faculty who are qualified to make such evaluations.

1.4 Criterion (Expected Outcome)

As a whole, the band will increase its skill and performance sound level to that of university level, as determined by music faculty, by the final spring concert.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Student Engagement Only

1.5.1 Narrative of the relationship to the QEP

Students should be motivated to excel by the challenges set forth by the band directors as they work to help students set goals and create paths to reach those goals. Students' success will propel their enthusiasm and dedication to continued improvement.

1.6 Relationship to Unit Mission

1.7 Strategic Plan Relationship - LINK to selection

1.1 Student Engagement - Increase student engagement in collegiate life, both academically and as a member of the college community.

1.7.1 Strategic Plan Relationship Narrative

1.8 Operational Budget Implications

Should not require any additional budget needs

1.9 Personnel Budget Implications

1.10 Equipment Budget Implications

No additional equipment should be needed.

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation) Improvement

The Fall 2015 Cardinal Regiment did improve their performing skills despite the low number due to a large graduating class in May 2015. When the 2016 Spring Concert was performed. The music was difficulty ranged from medium to hard in order to present a variety of music that would best please and entertain the listeners who came to the concert.

1.13 Changes as a Result of Evaluation Rubric

A better rubric for the 2015-2016 year was implemented.

Program Name: 3.3.1.3 Business and Computer Science Education Division Chairperson
Program Cycle: #3 9/1/15 to 8/31/16

1 Goal

The effectiveness of the faculty must always continue to improve, therefore, we must continue to provide the opportunity for the faculty to attend professional development activities on the local, regional, state, and national level. This training allows the faculty to bring new and refreshing ideas back to the institution for added improvement in the quality of the instructional process.

1.1 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.

1.2 Implementation Strategy

Provide the opportunity for the Business and Computer Science Faculty to attend professional development activities on the local, regional, state, national level.

1.3 Assessment Method

Business and Computer Science Faculty attend professional activities and provide documentation.

1.4 Criterion (Expected Outcome)

Faculty can incorporate new ideas and methods of instruction into their presentations for the students to learn from their presentations.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Student Engagement Only

1.5.1 Narrative of the relationship to the QEP

Students will become more engaged in the classroom subject matter, by being exposed to new inventive instructional ideas and methods that instructors have been shown while attending professional development meetings

1.6 Relationship to Unit Mission

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1.7 Strategic Plan Relationship - LINK to selection

2.5 Human Resources

1.7.1 Strategic Plan Relationship Narrative

1.8 Operational Budget Implications

Use current Budget Process

1.9 Personnel Budget Implications

Use current Budget Process

1.10 Equipment Budget Implications

Carl Perkins Budget Process

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

Several members of the Business and Computer Science Division attended local, state, regional and National meetings. Some of the members were presenters at the local, state, and National meetings.

1.13 Changes as a Result of Evaluation

2 Goal

The Business and Computer Science Division will enhance student learning experiences by expanding its curriculum to include additional courses/certificates in the Business and or Computer Science Division.

2.1 Outcome Description Goal 2

The student will be better able to handle entry into the world of work with additional skills provided by the new Marketable Skills Computer Science courses/certificate/degree in the Business/Computer Science

2.2 Implementation Strategy

The Business/Computer Division will develop, implement and offer new Business /Computer Science Marketable Skills 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/degree will be a required part of the curriculum.

2.3 Assessment 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.

2.4 Criterion (Expected Outcome)

Students in the Business and Computer Science Division will enroll in the new Business/Computer Science Marketable Skills courses and certificate(s) and sit for certification for these courses.

2.5 Relationship to the Quality Enhancement Plan (QEP)

Student Engagement Only

2.5.1 Narrative of the relationship to the QEP

Students will become more engaged in the classroom subject matter, by being exposed to new instructional courses and certificate(s) that better equip them to enter the world of work and lead to industry certifications.

2.6 Relationship to Unit Mission

2.7 Strategic Plan Relationship - LINK to selection

1.4 Workforce Success

2.7.1 Strategic Plan Relationship Narrative

Enhance student learning/skills in the Business/Computer Science Division by providing a a number c additional Business/Computer Science courses and certificate(s) to train for workforce skills and certification.

2.8 Operational Budget Implications

Use of Current Budgeting processes.

2.9 Personnel Budget Implications

Use of Current Budgeting processes.

2.10 Equipment Budget Implications

Use of Current Budgeting process.

2.11 Personal Notes

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

New Marketable Skills Awards programs have been developed in the instructional areas of Accounting and Office Technology. These include Quick Books certifications and Excel and MOS Certifications for Business and Office Technology.

2.13 Changes as a Result of Evaluation

Continue to send members of the Business and Computer Science Division to local, state, regional, and National meetings.

3 Goal Goal 3

The Business Division will continue to upgrade classrooms in the technology center with the latest in computer technology machines. Additionally, the division will purchase and utilize laptop computers in the classrooms with and without hard wired computers. This will allow greater flexibility for student use and enhancement of courses offered. The computers will be housed in a locked rolling cart for security purposes.

3.1 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.

3.2 Implementation Strategy

The Business Division will purchase and install and utilize the latest in computer technology to be used by the students in the year 2015-2016.

3.3 Assessment Method

Purchase and installation of the latest computer technology for the Baugh Technology Center. A classroom will be equipped in the Baugh Technology Center with new computers providing the latest technology to be used by TVCC students.

3.4 Criterion (Expected Outcome)

A classroom will be upgraded in the Baugh Technology Center with new computer 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.

3.5 Relationship to the Quality Enhancement Plan (QEP)

Student Engagement Only

3.5.1 Narrative of the relationship to the QEP

3.6 Relationship to Unit Mission

Students will become more engaged in the classroom subject matter, by being exposed to several methods of presentation including CD, TV, presentations from the PC desktop, presentations from the laptop computer, Elmo Presentations, I-Pads, presentations from the VHS tapes, and presentations from U-tube and flash drives and cloud technology.

3.7 Strategic Plan Relationship - LINK to selection

1.1 Student Engagement - Increase student engagement in collegiate life, both academically and as a member of the college community.

3.7.1 Strategic Plan Relationship Narrative

The latest technologies will be used in the classroom this will enhance student learning by providing variety of instructional deliveries.

3.8 Operational Budget Implications

Use of the Current Budgeting process.

3.9 Personnel Budget Implications

Use of the Current Budgeting Process.

3.10 Equipment Budget Implications

Carl Perkins Budget.

3.11 Personal Notes

3.12 Results/Findings (Data Summary - Analysis & Evaluation)

Many of the certificates and degrees in the Business and Computer Science Division are taught with all varieties of instructional delivery.

3.13 Changes as a Result of Evaluation

none

Program Name: 3.3.1.3 Cardettes Administration

Program Cycle: #3 9/1/15 to 8/31/16

1 Goal

Improve the number of students in mastering basic dance techniques above the high school level.

1.1 Outcome Description

Have 85% or higher of the students in the Cardette program to master the technique test with a grade of "B" or higher.

1.2 Implementation Strategy

Establish a testing system to better track the individual students starting point at the beginning of the semester and compare it to their ability at the end of the semester. Within the semester, the students will cover a more in depth learning and description of these elements.

1.3 Assessment Method

Testing will be done at the beginning of the semester and then again at the end of the semester to track the students improvement.

1.4 Criterion (Expected Outcome)

Have 85% or higher of the total number of students in the Cardette program to master the final (comprehensive) technique test with a grade of "B" or higher at the end of the each semester.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

1.5.1 Narrative of the relationship to the QEP

1.6 Relationship to Unit Mission

1.7 Strategic Plan Relationship - LINK to selection

1.2 Student Success

1.7.1 Strategic Plan Relationship Narrative

This allows the student to see where they need to strive to reach over the course of the semester and then a method of measuring thier sucess at the end of the semster.

1.8 Operational Budget Implications

1.9 Personnel Budget Implications

1.10 Equipment Budget Implications

1.11 Personal Notes

Note to rememeber that the start and end testing needs to be very similar if not the same testing methods and techniques in order to fairly mearsure thier growth and success.

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

With this year being the first year to start an more detailed evaluation process with the technique tests, we found that 75% mastered the final test at the end of the semester. We did fall short in this goal.

1.13 Changes as a Result of Evaluation

We will look into a specific rubric for the final test in the future on lesser elements in order to allow the testing field to not be so brad therefore lowering the grades. We do not want to lessen the material being taught so this process will need to be closely looked at for the future.

2 Goal

Increase the retention rate for 2016-17

2.1 Outcome Description

Have a retention rate of 85% or higher of 2015-16 Freshman Cardettes for the Fall 2016 semester.

2.2 Implementation Strategy

Count the number of students who will be returning for the Fall 2016 semester.

2.3 Assessment Method

Compared with the number of first year Cardettes who completed the full academic year in the program.

2.4 Criterion (Expected Outcome)

Of the 21 Freshman Cardettes(dancers and escorts) in the Fall of 2015 we intend to have a minimum of 16 returning in the Fall 2016 based on qualifications in academic success, dance suces, and mainiting a good standing within the organization.

2.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

2.5.1 Narrative of the relationship to the QEP

2.6 Relationship to Unit Mission

2.7 Strategic Plan Relationship - LINK to selection

1.1 Student Engagement - Increase student engagement in collegiate life, both academically and as a member of the college community.

2.7.1 Strategic Plan Relationship Narrative

It is highly likely that if the student feels like they are successful in the porgram and can reach the goals established then they will continue to stay with the porgram. There are some elements tha seem to make teh decision for them on whether not to stay that they have no control over; finances, family emergencies, did they participate in the program outside of class or events, etc.

2.8 Operational Budget Implications

2.9 Personnel Budget Implications

2.10 Equipment Budget Implications

2.11 Personal Notes

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

From Fall 15-16 to Fall 16-17, our retention rate of the Freshman Cardettes was 60% however those that returned for the Spring 2016 and returned for Fall 2016 was a retention rate of 85%.

2.13 Changes as a Result of Evaluation

Efforts to be made to try to support, accommodate, encourage the student's who are having 1st semester in college problems and want to depart the organization. We want them to stay and for this to be a wonderful experience for them.

3 Goal

Increase Fall team GPA among all of the students in the program.

3.1 Outcome Description

Overall team GPA to be 3.1 or higher.

3.2 Implementation Strategy

Provide a method of checking grades to see where issues arise and able to address the issues in a more timely manner to allow the student to receive a good GPA insted of falling down fast and not able to pick back up.

3.3 Assessment Method

Obtain GPA records of each student at the end of the sememster.

3.4 Criterion (Expected Outcome)

3.5 Relationship to the Quality Enhancement Plan (QEP)

3.5.1 Narrative of the relationship to the QEP

3.6 Relationship to Unit Mission

3.7 Strategic Plan Relationship - LINK to selection

1.3 Academic Success

3.7.1 Strategic Plan Relationship Narrative

This aids the studnet in someone beign there to assit them when issues seem to come up that the student would not recognize as a porblem. Obviously if teh student ends teh sememster with a high GPA then they have a more positive outlook on a future sememster.

3.8 Operational Budget Implications

3.9 Personnel Budget Implications

3.10 Equipment Budget Implications

3.11 Personal Notes

I would like for this to be carried over into the Fall 2016 semester as well.

3.12 Results/Findings (Data Summary - Analysis & Evaluation)

3.13 Changes as a Result of Evaluation

Program Name: 3.3.1.3 Career and Technical Education Division Chairperson
Program Cycle: #3 9/1/15 to 8/31/16

1 Goal

1.1 Outcome Description

CTE Division faculty will recommend opportunities for new online course offerings within the division.

1.2 Implementation Strategy

CTE Division faculty will examine their current course offerings and identify which courses can be offered by a distance education method and identify that method.

1.3 Assessment Method

CTE Division faculty will examine their current course offerings and identify which courses can be offered by a distance education method and identify that method.

1.4 Criterion (Expected Outcome)

A maximum of 2 newly identified distance education course offerings will be chosen for development. The new distance education course offerings will be implemented for the Fall 2016 semester.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Student Engagement Only

1.5.1 Narrative of the relationship to the QEP

1.6 Relationship to Unit Mission

1.7 Strategic Plan Relationship - LINK to selection

1.4 Workforce Success

1.7.1 Strategic Plan Relationship Narrative

1.8 Operational Budget Implications

1.9 Personnel Budget Implications

1.10 Equipment Budget Implications

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

Mechanical Engineering Technology identified 2 courses that could be offered online and has begun implementation of these online courses for the Fall 2016 semester.

1.13 Changes as a Result of Evaluation

Evaluate the success of the online course offerings to determine the viability of the courses using this delivery

format.

2 Goal

2.1 Outcome Description

CTE Division faculty will recommend opportunities for new dual credit course offerings within the division.

2.2 Implementation Strategy

CTE Division faculty will examine their current course offerings and identify which courses can be offered for dual credit.

2.3 Assessment Method

CTE Division faculty will examine their current course offerings and identify which courses can be offered for dual credit.

2.4 Criterion (Expected Outcome)

An increase of 3 to 4 courses to be included for dual credit should be attained.

2.5 Relationship to the Quality Enhancement Plan (QEP)

Student Engagement Only

2.5.1 Narrative of the relationship to the QEP

2.6 Relationship to Unit Mission

2.7 Strategic Plan Relationship - LINK to selection

1.4 Workforce Success

2.7.1 Strategic Plan Relationship Narrative

2.8 Operational Budget Implications

2.9 Personnel Budget Implications

2.10 Equipment Budget Implications

2.11 Personal Notes

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

Welding Department has identified the opportunity for concurrent/dual credit courses at the Elkhart HS location to be implemented in Fall 2016.

2.13 Changes as a Result of Evaluation

Evaluate the success of the dual credit course offerings to determine the viability of the courses using embedded instructors at the Elkhart High School location.

Program Name: 3.3.1.3 Coordinator of Student Disabilities

Program Cycle: #3 9/1/15 to 8/31/16

1 Goal

The Office of Disability Services will establish student learning objectives, the desired knowledge, skills or attitudes that student can acquire through the interaction with the department and which are tied to student development in college.

1.1 Outcome Description

Students that interact with the disability office will show an increase in independence in managing their disability needs in college, will show an increase in their knowledge about their rights and responsibilities, will be able to increase their successful communication about their disability to others and will become a more effective consumer of services related to their disability needs.

1.2 Implementation Strategy

The department will assess the student learning by administering all incoming students that request accommodations a pre and post-test self report related to disability services at TVCC.

1.3 Assessment Method

Staff will administer a pre-test self report to all incoming students. Staff will administer a post-test self report to all exiting students.

1.4 Criterion (Expected Outcome)

Students will increase their understanding and engagement related to their rights and access to all educational services that non-disabled students have.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Student Engagement Only

1.5.1 Narrative of the relationship to the QEP

Use the data to assess program effectiveness and student growth to increase retention and student involvement.

1.6 Relationship to Unit Mission

1.7 Strategic Plan Relationship - LINK to selection

1.1 Student Engagement - Increase student engagement in collegiate life, both academically and as a member of the college community.

1.7.1 Strategic Plan Relationship Narrative

Enhance the student-academic success and student success for all students-including students with disabilities. Specific areas related are 1.3.8, 1.3.4, 1.3.2, 1.3.3

1.8 Operational Budget Implications

none

1.9 Personnel Budget Implications

N/A

1.10 Equipment Budget Implications

N/A

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

1.13 Changes as a Result of Evaluation Continue as planned

If there is a positive outcome for the pre and post test, we will continue to monitor the services we provide.

Program Name: 3.3.1.3 Developmental Education Division Chairperson
Program Cycle: #3 9/1/15 to 8/31/16

1 Goal

Faculty will attend state and national meetings such as NADE, AMATYC, and TTCTA to explore and learn about new initiatives in developmental education.

1.1 Outcome Description

Faculty will be more informed about the ways in which we can help our students succeed. Including active learning, acceleration, and other innovations.

1.2 Implementation Strategy

Faculty from the different areas will go to meetings and learn about new courses, teaching methods, and learning styles.

1.3 Assessment Method

Assessment will be made by adding new courses and methods to the schedule, and having faculty share the information they have learned at these meetings in our regular developmental meetings.

1.4 Criterion (Expected Outcome)

New courses will be added, and new techniques will be learned. These will allow our students to have more targeted and accelerated developmental experiences.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Student Engagement Only

1.5.1 Narrative of the relationship to the QEP

By learning more and focusing new innovations, we will engage students. The more we learn, the more we can help our students learn.

1.6 Relationship to Unit Mission

1.7 Strategic Plan Relationship - LINK to selection

1.1 Student Engagement - Increase student engagement in collegiate life, both academically and as a member of the college community.

1.7.1 Strategic Plan Relationship Narrative

1.1, student engagement. We believe that the experience gained from attending these meetings will allow us better understand the way our students think and learn. We will also learn new ways in which to keep our students engaged.

1.8 Strategic Plan Relationship - LINK to selection

1.2 Student Success

1.8.1 Strategic Plan Relationship Narrative

1.2.5 Student's will be more successful if they are more engaged in the classroom.

1.9 Operational Budget Implications

approximately 4 to 5 thousand dollars per year for travel and registration expenses.

1.10 Personnel Budget Implications

No additional funds necessary.

1.11 Equipment Budget Implications

None

1.12 Personal Notes

1.13 Results/Findings (Data Summary - Analysis & Evaluation)

We held four developmental mathematics meetings in the course of the school year, as well as four additional meetings of faculty who were on a committee to develop a new curriculum for developmental Mathematics courses.

At the beginning of each semester, we convened to discuss how we would move forward with our developmental courses. In a time of such change, we felt that getting the feedback and experiences of the faculty would be very beneficial. In these meetings, we heard successes and failures from the faculty in the experience in teaching the new developmental math curriculum, as well as those in the new INRW courses, as well as discussed findings and information from some of the meetings that the faculty attended.

INRW has certainly had many changes recently, and the faculty have expressed their concerns about choosing the best possible textbooks and materials for teaching these new integrated courses. In the meetings we were able to have faculty from all three campuses share their experience which led to one campus choosing a completely new set of course material, while the other two discussed ways in which to make their original choice work better for them in the classroom.

Developmental math is taking two tracks, and algebraically intensive track and a non-algebraically intensive track. This course has required lots of new understanding the courses, as well as which students would be appropriate in each of the different tracks. We've also spent a lot of time stressing the pros and cons of the active learning classrooms in the non-algebraically intensive track. These discussions of helped prevent many future mistakes, and I really feel that the open dialogue has helped what they're doing in the classroom.

All in all I think that the discussions, meetings, and workshops that we have been participating in have created a stronger sense of unity with three campuses, as well as creating a department that is proactive instead of reactive. Our sense being a part of something bigger instead of isolated instructors doing their own thing has increased morale and lead to more involvement by more people.

1.14 Changes as a Result of Evaluation

I feel confident that we will continue our efforts to meet on a regular basis, and improve the communication not only inside the department on the Athens campus but also between campuses.

Our ability to spread more information by having everyone in one place at the same time will allow us see and hear about all of the different innovations taking place across the state and the nation.

Program Name: 3.3.1.3 Director of Athletics

Program Cycle: #3 9/1/15 to 8/31/16

1 Goal

Recruit student athletes who have both character and talent. Help them be successful in the classroom and on the field/court.

1.1 Outcome Description

Focus recruiting. Communicate among all athletic staff.

1.2 Implementation Strategy

Do adequate research on all recruits. Communicate among all athletics staff so all share the same vision.

1.3 Assessment Method

track the number of student athletes who persist and graduate.

1.4 Criterion (Expected Outcome)

Retain and graduate more student athletes.

1.5 Relationship to the Quality Enhancement Plan (QEP)

1.5.1 Narrative of the relationship to the QEP

1.6 Relationship to Unit Mission

1.7 Strategic Plan Relationship - LINK to selection

1.1 Student Engagement - Increase student engagement in collegiate life, both academically and as a member of the college community.

1.7.1 Strategic Plan Relationship Narrative

1.8 Operational Budget Implications

1.9 Personnel Budget Implications

1.10 Equipment Budget Implications

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

1.13 Changes as a Result of Evaluation

2 Goal

Help student athletes earn a scholarship, win a championship, and graduate.

2.1 Outcome Description

Graduate more student athletes and win more championships.

2.2 Implementation Strategy

Research recruits, work harder on the filed/court. Offer more academic support options for students.

2.3 Assessment Method

Measure the persistence and graduation rates of student athletes. Offer more academic support options. Measure the number of championships won.

2.4 Criterion (Expected Outcome)

Increase graduate. Increase championships.

2.5 Relationship to the Quality Enhancement Plan (QEP)

2.5.1 Narrative of the relationship to the QEP

2.6 Relationship to Unit Mission

2.7 Strategic Plan Relationship - LINK to selection

1.2 Student Success

2.7.1 Strategic Plan Relationship Narrative

2.8 Operational Budget Implications

2.9 Personnel Budget Implications

2.10 Equipment Budget Implications

2.11 Personal Notes

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

2.13 Changes as a Result of Evaluation

Program Name: 3.3.1.3 Director of Distance Learning
Program Cycle: #3 9/1/15 to 8/31/16

1 Goal Continue work on course certifications for online courses

1.1 Outcome Description

New online courses will be certified as they are built and current online courses will be certified as faculty "volunteer" their online course.

1.2 Implementation Strategy

For new online courses:

- Provide the new faculty member the TVCC course template which is built using the standards from the matrix
- Assign a mentor faculty member to the new faculty member
- As the mentor faculty member and new faculty member are "building" the online course, they will use the course standards matrix as their guide
- When the course goes "live", the mentor faculty member will finalize the course review
- The Department of Distance Learning will then put the "certified" stamp on this course on the online schedule and the paper schedule and will list the course as certified on the Distance Learning webpage

For current online courses:

- Send an email explaining the process
- Encourage current faculty to submit their online course for course certification
- Prioritize based on faculty load and number of students (semester to semester)
- The Department of Distance Learning will determine which courses will go through the certification process
- Assign a review team for the course certification
- Once completed, The Department of Distance Learning will then put the "certified" stamp on this course on the online schedule and the paper schedule and will list the course as certified on the Distance Learning webpage

1.3 Assessment Method

The overall list of certified online courses will increase each semester.

1.4 Criterion (Expected Outcome)

To certify all new online courses (number unknown because it will change from semester to semester) and to certify a minimum of 4 current courses per year.

1.5 Relationship to the Quality Enhancement Plan (QEP)

1.5.1 Narrative of the relationship to the QEP

1.6 Relationship to Unit Mission

1.7 Strategic Plan Relationship - LINK to selection

1.2 Student Success

1.7.1 Strategic Plan Relationship Narrative

1.8 Operational Budget Implications

Course certifications will cost \$500 per course. So, approximately \$3000-\$4000 per year.

1.9 Personnel Budget Implications

1.10 Equipment Budget Implications

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

With new online faculty we have continued to actively utilize mentor faculty for assistance with online course development and training. Although these faculty are utilizing the matrix to assist the new faculty member with course development, there appears to be some difficulty with the process of the editing phase when improvements or updates are necessary. Also, it has now been decided that in the schedule, the actual faculty member would be considered "certified" instead of each individual course. For the current faculty this year there hasn't been much interest in the certification process and faculty haven't actively pursued that option on a volunteer basis.

1.13 Changes as a Result of Evaluation

Because the decision was made to certify the faculty member instead of the course, most likely the process will need to be revamped. Ideas for new faculty: providing another set of eyes to the certification process (instead of the mentor faculty member certifying the course, it is a team like we have done in the past for current faculty certification); a rigorous certification of 1 course and possibly less rigorous of the other courses (with the assumption that all courses would be built the same). For current faculty all courses must be looked at which will change the pay structure and process. It appears that the entire certification process will need to be evaluated and updated.

2 Goal

Creation of an online training program for new online faculty

2.1 Outcome Description

This will provide more flexible training options for new online faculty and will eliminate the need for the Department of Distance Learning to travel to all of the campuses.

2.2 Implementation Strategy

Create self-paced online course modules that will address all of the necessary information for new online faculty. This will include: The role of the Department of Distance Learning; Blackboard basics training; best practices in teaching online; accessibility in online courses.

2.3 Assessment Method

Blackboard course shells created and faculty utilizing them instead of face-to-face training.

2.4 Criterion (Expected Outcome)

Starting Summer 2015, all new online faculty will utilize the online training modules. Current faculty will also be given the opportunity to complete the training as a refresher type of course.

2.5 Relationship to the Quality Enhancement Plan (QEP)

2.5.1 Narrative of the relationship to the QEP

2.6 Relationship to Unit Mission

2.7 Strategic Plan Relationship - LINK to selection

1.2 Student Success

2.7.1 Strategic Plan Relationship Narrative

2.8 Operational Budget Implications

2.9 Personnel Budget Implications

2.10 Equipment Budget Implications

2.11 Personal Notes

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

Currently all new online faculty are required to attend a face-to-face Blackboard training session and that requirement continued again this year. There is already a course shell for Distance Learning Instructors that has been utilized by many online faculty but this original goal was to take that information and make it more interactive and more of a synchronous process (versus a self-paced process). Originally this goal was connected only to new online faculty but after many discussions, the focus might need to switch to requiring this of ALL online faculty as a type of recertification. Throughout this year we focused on information gathering and building and believe that the foundational information is there but the process on implementation and requirement needs to be determined before building this online training. Therefore, this goal will be added again next year with possibly more specific details as mentioned above.

2.13 Changes as a Result of Evaluation

This goal will definitely be moved to next year's goals but with some additions and adjustments. Re-evaluation needs to be done to determine if this could apply to ALL online faculty and not just new online faculty. Perhaps we would consider different tracks while building the online training; maybe specific courses for new online faculty and different courses for current online faculty. Perhaps we require an initial face-to-face training for the new faculty (having some face-to-face interaction with new faculty seems to be so valuable) with follow-up online training. If it is determined that current faculty must go through this training (or recertification), then we would need faculty buy-in. Also, with the potential of changing Learning Management Systems, the process for this could change because of different and additional features.

Program Name: 3.3.1.3 Director of Dual Credit
Program Cycle: #3 9/1/15 to 8/31/16

1 Goal Dual Credit Program - 1

Increase dual credit academic course completion.

1.1 Outcome Description

Dual credit students will complete academic core courses with a grade of A, B, C, or D.

1.2 Implementation Strategy

- 1. Implement a dual credit orientation module in Blackboard for students to learn about dual credit, TVCC, success strategies, tutoring, etc.**
- 2. Maintain open lines of communication with embedded faculty about the importance of course rigor and student completion..**
- 3. Provide academic core promotion during Parent Night and student presentations.**

1.3 Assessment Method

CBM reports from the Texas Higher Education Coordinating Board and TVCC reporting will be utilized to assess the success of this goal.

1.4 Criterion (Expected Outcome)

Dual credit student academic core completion will increase by 2% from FY15.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

1.5.1 Narrative of the relationship to the QEP

N/A

1.6 Relationship to Unit Mission

N/A

1.7 Strategic Plan Relationship - LINK to selection

1.3 Academic Success

1.7.1 Strategic Plan Relationship Narrative

1.3 This goal is directly mentioned in the 2015-2020 TVCC Strategic Plan. An increase in dual credit core completers will assist the college in meeting its overall goals of academic success outcomes.

1.8 Operational Budget Implications

1.9 Personnel Budget Implications

1.10 Equipment Budget Implications

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

5.16% more dual credit students completed academic core courses in FY16 than FY15, with grades of an A, B, C, or D.

1.13 Changes as a Result of Evaluation

Dual credit increased mid-term and drop date grade checks for school districts that requested them to promote more student monitoring. In addition, an emphasis on grades, college-level academics, and student responsibility was stressed in parent night and student presentations.

2 Goal Dual Credit Program - 2

Increase dual credit workforce education contact hours.

2.1 Outcome Description

Dual credit students will complete workforce education courses with a grade of A, B, C, or D.

2.2 Implementation Strategy

- 1. Implement a dual credit orientation module in Blackboard for students to learn about dual credit, TVCC, success strategies, tutoring, etc.**
- 2. Maintain open lines of communication with embedded faculty about the importance of course rigor and student completion..**
- 3. Provide workforce education promotion during Parent Night and student presentations.**

2.3 Assessment Method

CBM reports from the Texas Higher Education Coordinating Board and TVCC reporting will be utilized to assess the success of this goal.

2.4 Criterion (Expected Outcome)

Dual credit student workforce education contact hours will increase by 2% from FY15.

2.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

2.5.1 Narrative of the relationship to the QEP

N/A

2.6 Relationship to Unit Mission

N/A

2.7 Strategic Plan Relationship - LINK to selection

1.4 Workforce Success

2.7.1 Strategic Plan Relationship Narrative

1.4 This goal is directly mentioned in the 2015-2020 TVCC Strategic Plan. An increase in dual credit workforce education contact hours will assist the college in meeting its overall goals of workforce education success outcomes.

2.8 Operational Budget Implications

2.9 Personnel Budget Implications

2.10 Equipment Budget Implications

2.11 Personal Notes

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

This is the base year to assess Dual Credit Workforce Education courses and enrollment. The Dual Credit workforce education course contact hours baseline is 22,022.4 for FY16. 87.4% Dual Credit students completed workforce education courses in FY16, with grades of an A, B, C, or D.

2.13 Changes as a Result of Evaluation

Dual credit will continue its marketing efforts in the high schools as well as include information regarding these programs during parent night and student presentations. Dual credit will also continue to assist the ISDs in meeting HB-5 requirements, which includes the development of workforce career pathways.

3 Goal Dual Credit Program - 3

Increase dual credit non-credit workforce training enrollment.

3.1 Outcome Description

Dual credit students will complete non-credit workforce training with a grade of A, B, C, or D.

3.2 Implementation Strategy

- 1. Implement a dual credit orientation module in Blackboard for students to learn about dual credit, TVCC, success strategies, tutoring, etc.**
- 2. Maintain open lines of communication with embedded faculty about the importance of course rigor and student completion..**
- 3. Provide non-credit workforce education promotion during Parent Night and student presentations.**

3.3 Assessment Method

CBM reports from the Texas Higher Education Coordinating Board and TVCC reporting will be utilized to assess the success of this goal.

3.4 Criterion (Expected Outcome)

Dual credit student non-credit workforce training enrollment will increase by 2% from FY15.

3.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

3.5.1 Narrative of the relationship to the QEP

N/A

3.6 Relationship to Unit Mission

N/A

3.7 Strategic Plan Relationship - LINK to selection

1.4 Workforce Success

3.7.1 Strategic Plan Relationship Narrative

1.4 This goal is directly mentioned in the 2015-2020 TVCC Strategic Plan. An increase in dual credit non-credit workforce enrollment will assist the college in meeting its overall goals of workforce education success outcomes.

3.8 Operational Budget Implications

3.9 Personnel Budget Implications

3.10 Equipment Budget Implications

3.11 Personal Notes

3.12 Results/Findings (Data Summary - Analysis & Evaluation)

FY16 dual credit student non-credit workforce training enrollment increased by 57% from FY15.

3.13 Changes as a Result of Evaluation

Dual credit will continue its marketing efforts in the high schools, as well as include information regarding these programs during parent night and student presentations. These non-credit courses have now been converted to credit courses and the Director of Dual Credit is now supervising the embedded high school instructors.

Program Name: 3.3.1.3 Director of Learning Resources
Program Cycle: #3 9/1/15 to 8/31/16

1 Goal Learning Resources 1

Increase Size and scope of ebook collection.

1.1 Outcome Description

Purchase various ebook titles and collections in areas that are needed by students. Include ebooks from at least 5 different disciplines.

1.2 Implementation Strategy

Use EBSCO's model of patron driven access to determine which titles are most often accessed by students. Purchase ebooks with available funds.

1.3 Assessment Method

Use circulation statistics to determine use of ebooks in the library collection.

1.4 Criterion (Expected Outcome)

Use of ebooks will increase by 2%.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Reading & Student Engagement

1.5.1 Narrative of the relationship to the QEP

While use of ebooks is obviously related to reading, the ebook format is also important in the area of student engagement. Even reluctant readers enjoy using the new technology.

1.6 Relationship to Unit Mission

Part of the LRC's mission is to "provide the most efficacious match of services and resources to satisfy the needs of its users". The ebooks will be an up-to-date resource which can be used by students in the library as well as students who are enrolled in online courses.

1.7 Strategic Plan Relationship - LINK to selection

1.5 Learning Resources

1.7.1 Strategic Plan Relationship Narrative

This goal relates directly to Strategic Planning Goal 1.5.1 in the expansion of shared digital collections to increase usage of electronic materials in all learning resource centers (LRCs).

1.8 Operational Budget Implications

Money has been budgeted in the 2015-2016 LRC budget for some ebook purchases. All campuses will need to include this in future budgets.

1.9 Personnel Budget Implications

None

1.10 Equipment Budget Implications

None

1.11 Personal Notes

N/A

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

Baseline data for 2014-2015 indicated that 1,678 eBook items had been downloaded or viewed within the browser. Results for the 2015-2016 year showed an increase by 32.78% with total downloads and views at 2,228.

1.13 Changes as a Result of Evaluation

The LRC will continue to invest budgetary funds in the area of eBooks. Active marketing and promotion of this resource will continue.

2 Goal Learning Resources - 2

Provide areas for student collaboration and use of individual laptop computers in the LRC.

2.1 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.

2.2 Implementation 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.

2.3 Assessment 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.

2.4 Criterion (Expected Outcome)

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.

2.5 Relationship to the Quality Enhancement Plan (QEP)

Student Engagement Only

2.5.1 Narrative of the relationship to the QEP

Because these areas use current technology, students will enjoy using them and come to rely on them. This will help students to become more engaged in their educational process.

2.6 Relationship to Unit Mission

Part of the LRC's mission is to "provide the most efficacious match of services and resources to satisfy the needs of its users". These areas will provide spaces for using updated technology in collaborating on educational projects.

2.7 Strategic Plan Relationship - LINK to selection

1.5 Learning Resources

2.7.1 Strategic Plan Relationship Narrative

This goal relates indirectly to Strategic Planning Goal 1.5.3. Both the collaboration room and the comfortable seating, serve to facilitate and enhance a student's ability to access LRC based instructional supports.

2.8 Operational Budget Implications

None

2.9 Personnel Budget Implications

None

2.10 Equipment Budget Implications

None

2.11 Personal Notes

N/A

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

Survey results indicate approximately 78% of faculty and staff and 57% of students find the collaboration room to be very useful or useful. The results for the laptop chairs are similar with 57% of students reporting them as very useful or useful.

2.13 Changes as a Result of Evaluation

The collaboration room remains somewhat obscure with students and staff frequently will asks groups of students if they would like to utilize the room. Towards the end of the spring semester we saw an increase in the utilization of that room particularly as study hall groups were present. The laptop chairs are in continual use and we have had numerous requests to purchase more of this type of seating. A budgetary request has been made for additional purchases for the 2016-2017 year. We will continue to actively invite students to utilize the collaboration room and its resources.

3 Goal Learning Resources - 3

Increase the size and scope of instructional materials.

3.1 Outcome Description

Create new instructional materials in areas that are needed by students.

3.2 Implementation Strategy

Collaborate with instructors to identify subject areas. Use LibGuides to create new course and subject specific instructional materials.

3.3 Assessment Method

Reports available within LibGuides will be utilized to compare the number of times the instructional material was used between FY 2014-2015 and FY 2015-2016. Additionally, survey data will be gathered to determine efficacy of the LibGuide.

3.4 Criterion (Expected Outcome)

Use of instructional materials will increase by 3% and survey respondents will indicate an 85% satisfaction rate related to quality of materials.

3.5 Relationship to the Quality Enhancement Plan (QEP)

Reading & Student Engagement

3.5.1 Narrative of the relationship to the QEP

The use of instructional materials is related to both reading and student engagement. Students must read in order to engage the material while the digital nature of the items engages students in a unique and visually stimulating manner.

3.6 Relationship to Unit Mission

Part of the LRC's mission is to "provide the most efficacious match of services and resources to satisfy the needs of its users". These materials can be utilized by distance learners, dual credit students, and VCT participants.

3.7 Strategic Plan Relationship - LINK to selection

1.5 Learning Resources

3.7.1 Strategic Plan Relationship Narrative

This goal relates directly to Strategic Planning Goals 1.5.2. and 1.5.3. in utilization of the new content management system that houses the LRC's web-based information and instructional materials and support.

3.8 Operational Budget Implications

Annual subscriptions to LibGuides and LibGuides CMS must be retained. Currently, the price for both platforms is approximately \$2500.00 per year.

3.9 Personnel Budget Implications

None

3.10 Equipment Budget Implications

None

3.11 Personal Notes

N/A

3.12 Results/Findings (Data Summary - Analysis & Evaluation)

Instructional materials are presented via LibGuides (guides which are created and housed on the LRC's webpage). Baseline measures for 2014-2015 reveal 7,418 visits to the librarian created guides. Measures for 2015-2016 show a total of 33,979 visits yielding a 358% increase in instructional guide usage. Survey data revealed that 100% of students and faculty report LRC instructional material as either very useful or useful.

3.13 Changes as a Result of Evaluation

Guides will continue to be created in needed areas in order to increase assistance and access to library related materials.

Program Name: 3.3.1.3 Director of Quality Enhancement Plan
Program Cycle: #3 9/1/15 to 8/31/16

1 Goal

1.1 Outcome Description

The Quality Enhancement Plan (QEP) is a goal that is established by the faculty to improve the quality of learning. The overarching goal is to develop an action plan, make appropriate assessment of the plan's outcomes, and report on the effectiveness and value of the action plan as part of the college's reaccreditation.

The goals for this year are to 1) apply the newly designed curriculum to the Learning Framework course, 2) offer a pilot action plan of the new course in the spring 2016 semester for the purpose of ascertaining workability and value of the action plan, 3) make changes to the course based on the assessment of the workability and value of the action plan, and 4) develop a QEP report that outlines the activities, goals, and assessments to date that is to be reviewed, and hopefully approved, by the SACSCOC visiting team.

1.2 Implementation Strategy

The QEP director will work with QEP Curriculum Committee and the QEP Action Committee to ensure the development of a newly designed Learning Framework course; the director will work with the office of institutional research to glean appropriate data pertinent to the QEP's focus; the director will work with the office of institutional research, the publicity office, and committee members to develop informative communication for dissemination throughout the college and the community.

1.3 Assessment Method

Success will be determined by the accomplishment of each of the above-described steps.

1.4 Criterion (Expected Outcome)

1.5 Relationship to the Quality Enhancement Plan (QEP)

1.5.1 Narrative of the relationship to the QEP

1.6 Relationship to Unit Mission

1.7 Strategic Plan Relationship - LINK to selection

1.1 Student Engagement - Increase student engagement in collegiate life, both academically and as a member of the college community.

1.7.1 Strategic Plan Relationship Narrative

This plan supports strategic plan goals of student engagement and student success. The overarching goal of the QEP is to support learners in a way that will enhance their focus on and engagement with the collegiate culture and their own academic goals, leading to increased academic success.

1.8 Operational Budget Implications

A proposed budget is available in the QEP document developed for SACSCOC review.

1.9 Personnel Budget Implications

A proposed budget is available in the QEP document developed for SACSCOC review.

1.10 Equipment Budget Implications

A proposed budget is available in the QEP document developed for SACSCOC review.

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation) QEP

The goals for this year were to 1) apply the newly designed curriculum to the Learning Framework course, 2) offer a pilot action plan of the new course in the spring 2016 semester for the purpose of ascertaining workability and value of the action plan, 3) make changes to the course based on the assessment of the workability and value of the action plan, and 4) develop a QEP report that outlines the activities, goals, and assessments to date that is to be reviewed, and hopefully approved, by the SACSCOC visiting team. A QEP Curriculum Committee reviewed and selected a curriculum for the Learning framework course, and this curriculum was piloted in the spring semester. Several alterations to the course assignments, rubrics, and LEAPs were made, and piloting will continue in the fall semester. The QEP report is still developing, but it is primarily completed, with only the latest updates and editing to occur.

1.13 Changes as a Result of Evaluation QEP

Changes to the LF curriculum, rubrics, and outcomes are continuing, and the QEP document is being editing on a weekly basis in order to keep it updated and prepared for review.

Program Name: 3.3.1.3 Director of Small Business Development Center
Program Cycle: #3 9/1/15 to 8/31/16

1 Goal

1.1 Outcome Description Relationship to Economic Development in the service area

The SBDC seeks to help create 16 new businesses during the grant fiscal period (October, 2015 - September, 2016)

1.2 Implementation Strategy

The SBDC will seek clients through referrals from Economic Development Corporations, Chamber's of Commerce and Banks. The SBDC will also raise awareness of the free, confidential and profession business planning services through information dissemination.

1.3 Assessment Method

Measurement shall include direct affirmation from clients through economic impact/milestone surveys that we conduct.

1.4 Criterion (Expected Outcome)

Jobs are counted by economic impact surveys conducted by SBDC advisors.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

1.5.1 Narrative of the relationship to the QEP

Jobs are a key indicator of economic vitality in the service area. This is not related to the QEP.

1.6 Relationship to Unit Mission

The SBDC wants to be a more effective and recognized instrument of economic development in the service area.

1.7 Strategic Plan Relationship - LINK to selection

3.4 Community Service

1.7.1 Strategic Plan Relationship Narrative

This relates to TVCC Goal 3.1 in that by working closer with Chambers of Commerce and Economic Development organizations, the creation of jobs and economic activity improves the overall vitality of the service area fostering jobs for graduates and enhanced tax basis for the college.

1.8 Operational Budget Implications

None

1.9 Personnel Budget Implications

None

1.10 Equipment Budget Implications

None

1.11 Personal Notes

None

1.12 Results/Findings (Data Summary - Analysis & Evaluation) Business starts results-- obtained 16 new business starts.

1.13 Changes as a Result of Evaluation

No changes anticipated. Future goals are based on our SBDC state leadership.

Program Name: 3.3.1.3 Director of Student Engagement
Program Cycle: #3 9/1/15 to 8/31/16

1 Goal Intramural Activities

Increase intramural offerings and participation for the students throughout the school year.

1.1 Outcome Description Participation

More student participation in intramural sports offered during the school year.

1.2 Implementation Strategy

Provide better advertising to announce the start of intramurals. Provide easier access to sign up for intramurals. Host intramural tournaments instead of long seasons.

1.3 Assessment Method

1. Have enough students and teams signed up to make tournament.
2. Offer 3 tournaments per semester.

1.4 Criterion (Expected Outcome)

Student participation for intramural sports will increase.

1.5 Relationship to the Quality Enhancement Plan (QEP)

1.5.1 Narrative of the relationship to the QEP Not Applicable

This area is not applicable to the QEP

1.6 Relationship to Unit Mission

1.7 Strategic Plan Relationship - LINK to selection

1.1 Student Engagement - Increase student engagement in collegiate life, both academically and as a member of the college community.

1.7.1 Strategic Plan Relationship Narrative Enhance the Student

Helped students get connected by participating and watching intramural activities.

1.8 Operational Budget Implications

1.9 Personnel Budget Implications

Student Workers paid to help setup and officiate events.

1.10 Equipment Budget Implications

More supplies purchased for intramurals.

1.11 Personal Notes

The success of this is contingent upon the responsibility of students to sign up and a desire and time to play intramurals.

1.12 Results/Findings (Data Summary - Analysis & Evaluation) Intramural Results

Offered the same number of intramural offerings. Had great results according to Graduating Student Satisfaction Survey. Out of 94 responses had a mean average of 4.45 on the quality of intramural offerings. Out of 93 responses had a mean average of 3.37 on the variety of intramural offerings.

1.13 Changes as a Result of Evaluation Stay the Same

Due to the high ratings regarding our intramural offerings we will continue to offer the current intramural sports because it meets the student's needs.

2 Goal Community Service

Provide meaningful community service opportunities to better engage students in service opportunities.

2.1 Outcome Description

Provide a variety of different community service events throughout the year.

2.2 Implementation Strategy

Communication - Weekly, Monthly, and Seasonal

2.3 Assessment Method

Have enough students to carry out planned community service.

2.4 Criterion (Expected Outcome)

Student participation on community service will provide better relationships and engagement on campus.

2.5 Relationship to the Quality Enhancement Plan (QEP)

Student Engagement Only

2.5.1 Narrative of the relationship to the QEP No Relationship

The community service has no direct relationship to the QEP

2.6 Relationship to Unit Mission

2.7 Strategic Plan Relationship - LINK to selection

1.1 Student Engagement - Increase student engagement in collegiate life, both academically and as a member of the college community.

2.7.1 Strategic Plan Relationship Narrative Enhance Communities

Through connection with students the Student Life Office relates to the sTrategic Plan through the area of Enhance Communities 3.3.3

2.8 Operational Budget Implications

More money for travel to events and to feed the volunteers.

2.9 Personnel Budget Implications

2.10 Equipment Budget Implications Student Tracker

In order to increase the accuracy and incentivize student participation in activities including community service TVCC would need to allow Student Life to purchase a tracking system through a 3rd party. There are numerous "apps" that do this.

2.11 Personal Notes

The succes of this is contingent upon the desire of students to serve others and responsibility to sign up and show up in time for the event.

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

SACSCOC Information

2.13 Changes as a Result of Evaluation

Weigh can goods for Thanksgiving canned food drive.

Program Name: 3.3.1.3 Director of Student Financial Aid and Veterans Services
Program Cycle: #3 9/1/15 to 8/31/16

1 Goal

1.1 Outcome Description

Improve efficiency and accuracy in managing scholarship awards, both external donor and internal departmental funds, through the financial aid office.

1.2 Implementation 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.

1.3 Assessment Method

Compare the amount of time financial aid office staff spend determining and entering balances for the Fall and Spring semesters in FY15 to the amount of time spent in FY16.

1.4 Criterion (Expected Outcome)

The total amount of time spent determining and entering balances for the Fall semester will decrease from FY15 to FY16.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Student Engagement Only

1.5.1 Narrative of the relationship to the QEP

1.6 Relationship to Unit Mission

1.7 Strategic Plan Relationship - LINK to selection

1.1 Student Engagement - Increase student engagement in collegiate life, both academically and as a member of the college community.

1.7.1 Strategic Plan Relationship Narrative

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.

1.8 Operational Budget Implications

1.9 Personnel Budget Implications

1.10 Equipment Budget Implications

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

Partially attained. The entering of scholarship balance forwards is still a manual process. However, after

speaking with the Business Office, they are in the process of reconciling old balances. This reconciliation will eliminate some students accounts thus not having to go through every balance that may be older than a year or two to see if student is enrolled and it can be entered into their account. Also, TVCC is considering an ERP and this would eliminate the manual process of entering balance forwards every semester.

1.13 Changes as a Result of Evaluation

The changes for next year will include the reconciliation of balance forwards before the beginning of each semester.

Program Name: 3.3.1.3 Director of Student Housing/Judicial Officer

Program Cycle: #3 9/1/15 to 8/31/16

1 Goal

To improve the process for spring semester housing students wanting to return to housing for the upcoming fall semester.

1.1 Outcome Description

The Housing Office will attempt to simplify the process for spring semester housing students wanting to return to housing for the upcoming fall semester in an effort to increase the number of room reservations by the deadline given.

1.2 Implementation Strategy

The Housing Office will eliminate one step in the process by not requiring background checks, which will eliminate requiring students to pay the \$25 fee, for spring semester housing students wanting to reserve their room for the upcoming fall semester.

1.3 Assessment Method

The Housing Office will determine if the elimination of the \$25 background check fee will be a factor in housing students submitting their room reservation forms by the deadline given.

1.4 Criterion (Expected Outcome)

It is expected that at the end of the spring semester, the Housing Office will have a minimal number of room reservation forms not submitted to the Housing Office.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

1.5.1 Narrative of the relationship to the QEP

N/A

1.6 Relationship to Unit Mission

Creates an environment where students can focus on their academics for the upcoming semester because their room reservation is complete.

1.7 Strategic Plan Relationship - LINK to selection

1.1 Student Engagement - Increase student engagement in collegiate life, both academically and as a member of the college community.

1.7.1 Strategic Plan Relationship Narrative

Allows students to concentrate on academics and becoming involved on and off campus instead of focusing on issues with the residence hall.

1.8 Operational Budget Implications

N/A

1.9 Personnel Budget Implications

N/A

1.10 Equipment Budget Implications

N/A

1.11 Personal Notes

N/A

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

Results are not available. The business office did not approve eliminating the \$25 background check fee for returning housing students.

1.13 Changes as a Result of Evaluation

The housing office will attempt to put returning housing students on overdue for the \$25 background check fee to minimize the guess work and the wait period in determining how many students are returning in order to have a more accurate count of how many beds will be available for new housing students.

2 Goal

To complete the 3 year plan of replacing all mattresses in the residence halls.

2.1 Outcome Description

The Housing Office plans to purchase new mattresses to furnish the remaining beds.

2.2 Implementation Strategy

The Housing Office will purchase new mattresses throughout the 2015-2016 academic year.

2.3 Assessment Method

After purchasing the mattresses, the Housing Office will determine if all beds have been furnished with an updated mattress.

2.4 Criterion (Expected Outcome)

All beds in the residence halls will be furnished with the same brand/type of mattress.

2.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

2.5.1 Narrative of the relationship to the QEP

N/A

2.6 Relationship to Unit Mission

Helps to create a comfortable residential environment that provides the opportunity for students to concentrate on their pathway to success and engage with the campus community.

2.7 Strategic Plan Relationship - LINK to selection

1.1 Student Engagement - Increase student engagement in collegiate life, both academically and as a member of the college community.

2.7.1 Strategic Plan Relationship Narrative

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.

2.8 Operational Budget Implications

N/A

2.9 Personnel Budget Implications

N/A

2.10 Equipment Budget Implications

N/A

2.11 Personal Notes

N/A

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

The purchasing of mattresses for all of the dorms is complete.

2.13 Changes as a Result of Evaluation

Results were met.

Program Name: 3.3.1.3 Director of Student Success

Program Cycle: #3 9/1/15 to 8/31/16

1 Goal

Work with assigned freshman orientation students, from now until they graduate.

1.1 Outcome Description Improve academic performance of all learners

Utilize the annual report from data taken from the student scanning system to compare and contrast student's GPA's that frequent the Cardinal Success Center.

1.2 Implementation Strategy CSC staff will actively engage students through peer tutors

At the end of every semester Student Success Services staff will look over the program data and GPA of student utilizing the CSC to see if there are program changes that need to be put in place. Staff will also issue a CSC satisfaction survey at the end of every semester and look at that data to compare and contrast as well.

1.3 Assessment Method CSC survey and self-scan report data

Staff will look at the data from the CSC end of the semester survey and the self-scan data to assess these goals.

1.4 Criterion (Expected Outcome) Closed captioning

Students, faculty, staff and guests will have closed captioning at major college events by Spring 2016 graduation.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Student Engagement Only

1.5.1 Narrative of the relationship to the QEP

Students and guests with hearing impairment will engage with programs and outcomes of these programs. Students will feel a part of TVCC and increase the likelihood they will graduate.

1.6 Relationship to Unit Mission

Increase graduation rates.

1.7 Strategic Plan Relationship - LINK to selection

1.2 Student Success

1.7.1 Strategic Plan Relationship Narrative Increase retention

By providing support services for students and their guests at major college events, students will feel more a part of the college life and thus, increase the possibility that they will not drop out. Reducing frustration related to accessing and understanding simple services will allow for students to feel that the college supports them, just as students without disabilities.

1.8 Strategic Plan Relationship - LINK to selection

1.2 Student Success

1.8.1 Strategic Plan Relationship Narrative Student Success

This outcome relates to strategic plan goal 1.2-Student Success. Its relationship to GPA and student success self-explanatory.

1.9 Operational Budget Implications Closed captioning cost

1.10 Personnel Budget Implications

None

1.11 Equipment Budget Implications

After doing some research it looks like it would cost approximately \$6,325-\$8,000-a one time cost-to purchase software to install on any computer & provide live captioning. We would need a screen that could project the computer screen.

1.12 Personal Notes

None

1.13 Results/Findings (Data Summary - Analysis & Evaluation) Staff will synthesize data

Student Success Services staff will synthesize data into readable and meaningful information to assist students in increasing their overall GPA, thus making it more likely they will graduate.

1.14 Changes as a Result of Evaluation Additional measures

Student Success Services will continue to use this same method of evaluation as we feel it is the most comprehensive measure of how the services we give to students are working.

2 Goal

Become a valued member of the TVCC Advising team and create a career center that meets the needs of our students.

2.1 Outcome Description

Offset my lack of formal training in both specialties by learning my advising and career center responsibilities on-the-job (OJT).

2.2 Implementation Strategy

Learn while working closely with the three experienced TVCC advisers. The final days of registration for the fall 2015 semester will be in full swing when I join the advising office; this should provide maximum exposure to the duties associated with the registration process.

In addition to providing advisory services to walk-in students, I will work with a group of freshmen throughout their college experience at TVCC.

2.3 Assessment Method

1. Seek feedback from my immediate supervisor, the Director of Student Pathways & Success on my progress or the lack.
2. Observe procedures as other advisors work with students and demonstrate the ability to apply that knowledge effectively.
3. Increase familiarity with procedures to decrease the amount of time spent with each student. I spend on average 20 minutes with each student drop-in. That number should fall by 25% by the end of fall 2015.
4. Assume additional responsibilities proportionate to my increase in knowledge.
5. Document meetings and progress of my freshman group. Then adjust services for each individual to better meet their needs and ensure a minimum of 40% have a successful first semester. Returning for a second semester or transferring to another college.

2.4 Criterion (Expected Outcome)

2.5 Relationship to the Quality Enhancement Plan (QEP)

2.5.1 Narrative of the relationship to the QEP

2.6 Relationship to Unit Mission

2.7 Strategic Plan Relationship - LINK to selection

1.2 Student Success

2.7.1 Strategic Plan Relationship Narrative

2.8 Operational Budget Implications

2.9 Personnel Budget Implications

None

2.10 Equipment Budget Implications

2.11 Personal Notes

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

2.13 Changes as a Result of Evaluation

Program Name: 3.3.1.3 Director of Testing

Program Cycle: #3 9/1/15 to 8/31/16

1 Goal

1.1 Outcome Description Set up remote TSI exam process

Set up remote TSI Assessment testing at Texas and out-of-state colleges and universities for students who do not live in our service area who are planning to attend TVCC.

1.2 Implementation Strategy Steps to implementation

1. Write up procedures to test remotely.
2. Create a form for students to complete.
3. Post info on Testing Center website with the form's link.
4. Inform TVCC testing personnel about remote testing.
5. File paperwork for students who test remotely. (For accountability purposes.)

1.3 Assessment Method Success of outcome

To see if remote testing is working:

1. Have students submitted remote proctoring forms and did they test remotely.

1.4 Criterion (Expected Outcome) Expected Outcome of Remote Proctoring

Students who plan to attend TVCC but live a great distance from TVCC take the TSI placement exam remotely.

1.5 Relationship to the Quality Enhancement Plan (QEP)

1.5.1 Narrative of the relationship to the QEP

1.6 Relationship to Unit Mission

1.7 Strategic Plan Relationship - LINK to selection

3.2 Outreach

1.7.1 Strategic Plan Relationship Narrative

1.8 Operational Budget Implications None

There are no costs associated with providing this service.

1.9 Personnel Budget Implications None

There are no additional costs associated with this service.

1.10 Equipment Budget Implications

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation) Remote TSI Vouchers and Testing

After researching sample forms from other colleges to see what is successfully being used, a Remote TSI

Application was developed for TVCC. This application has been updated and refined twice as needed. When a person/student inquires about testing at a location other than our campus (whether in-state or out-of-state, they are emailed both an application and payment form, to be completed and faxed back to the college. Once payment has been received by the TVCC Business Office a Remote Voucher is generated for the student. This voucher is emailed to the student by Accuplacer, with directions for use at their chose location. A follow-up email is also sent to the student by the TVCC Testing Director to ensure the student knows their voucher is coming and that they understand how to use it. If a student does not already have a desired remote location, we help them locate an available site near their location, using our Accuplacer program. When Accuplacer notifies the TVCC Testing Department that the student has tested at the remote location using the voucher, the TVCC Testing Director downloads the student's test results and records them into the TVCC data base. This past year, 36 Remote Vouchers were generated (35 used) by the TVCC Testing Department. We also served as a remote location for 2 other colleges and administered TSI exams for their students.

1.13 Changes as a Result of Evaluation Remote Voucher Application online

Due to a previous director's retirement, the entire objective was not met; on-line availability of remote voucher application. That possibility will be continued during the 2016-17 academic year.

Program Name: 3.3.1.3 Fine Arts Division Chairperson
Program Cycle: #3 9/1/15 to 8/31/16

1 Goal

1.1 Outcome Description

Throughout the history of outcome and assessment reporting in the Fine Arts Division, there has always been the problem with participation. The Fine Arts Division has, historically, seen near-total participation, but I would like to set a goal of 100% participation from here on out, and that includes full-time faculty, adjuncts, faculty on satellite campuses, and embedded faculty in the area high schools.

Reaching this goal is made more difficult with the increase of adjuncts, especially embedded faculty in the high schools, with whom I have no contact without the use of technology.

1.2 Implementation Strategy

I have developed a protocol that has worked very well, and I will simply step up my game on staying in contact with all faculty throughout the process and providing them with information regarding LEAPs as soon as possible. For embedded faculty, this means that I make contact with them as soon as I know they will be teaching a core course within the Fine Arts Division. Along with a welcome, I explain the purpose of LEAPs and ensure that they understand what is expected of them and provide all data necessary for them to fulfill their responsibility. If needed, I include the dual credit director in this communication as an added point of contact for the embed.

At the end of the semester when I call for results, I send pre-formed reporting sheets that make reporting simple.

When LEAPs are being evaluated at the end of the year, I involve all faculty members within the department to contribute, including the adjuncts. The responsibility for the final version is up to the department coordinator, but I desire input from all departmental members so as to increase appreciation for the process and commitment to its completion.

1.3 Assessment Method

I will assess the effectiveness of my protocol when the results are submitted each semester, and I see if I have any who did not participate. Assessment will occur each semester. If there is less than 100% participation in the fall semester, I will address the holdout(s) and work towards their participation in the spring semester.

1.4 Criterion (Expected Outcome)

I expect that I will have no more than two non-participants in the fall 2015 semester and 100% participation in the spring semester.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

1.5.1 Narrative of the relationship to the QEP

1.6 Relationship to Unit Mission

N/A

1.7 Strategic Plan Relationship - LINK to selection

2.6 Institutional Effectiveness

1.7.1 Strategic Plan Relationship Narrative

Achievement of this outcome supports institutional effectiveness in that it ensures that faculty are being mindful of the core and program objectives, which are tied to student learning.

1.8 Operational Budget Implications

N/A

1.9 Personnel Budget Implications

N/A

1.10 Equipment Budget Implications

N/A

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation) Fine Arts

Though a valiant effort was administered, and I had 100% participation from adjuncts, including embedded dual credit faculty, I still had one hold-out when it came to the submission of LEAPs data. While I did not meet this goal, I believe that with the participation of all adjunct faculty, there was success. This is an improvement over years past.

1.13 Changes as a Result of Evaluation Fine Arts

In order for full participation to occur, the whole process must be described in detail to new faculty (especially adjuncts), the expectations must be specified, assistance with the application of rubrics may be warranted, and a timely request for data submission must be granted. I believe that I have accomplished this, but the next division chair must continue to promote the assessment process.

Until there are accountability measures in place for those who do not comply, this problem has the potential to re-occur.

2 Goal

2.1 Outcome Description

The Fine Arts division houses multiple departments that routinely perform for campus and community audiences; unfortunately, there is sometimes a lack of publication of the event. TVCC has in place personnel to facilitate the advertising of our events, but the department coordinators/directors may forget to notify these folks and provide them of adequate detail in a timely fashion. Our students work very hard to prepare for these performances, and there needs to be greater campus and community attendance at their events. Some coordinators/directors are diligent about this, but I would like to see consistency across the division.

I want to increase the presence of the division's performance groups by establishing a protocol that will guide the coordinators/directors cooperation with the college's public relations staff and improve the number of events covered, the depth of coverage, and the timeliness of that coverage.

2.2 Implementation Strategy

I will work with the college's public relations staff to develop a protocol and timeline for events that I will then publish in a hard-copy format for easy reference by Fine Arts department coordinators/directors. My plan is to create a checklist-type protocol with specific time frames for completion. Hopefully, this will improve the coverage of all Fine Arts Division activities and performances.

2.3 Assessment Method

Assessment will not be an exact science, but I will review the media coverage/publicity of each of the events and performances during the course of the semester and evaluate if the coverage was adequate and timely, and, if not, assess why it did not meet expectations. If the coverage was lacking due to inadequate or untimely notification of Fine Arts Division faculty, I will address that with them individually so as to improve in the subsequent semester.

2.4 Criterion (Expected Outcome)

My goal is to not have more than one event each semester that is not adequately publicized and not to have more than one

inadequately publicized event in the same department.

2.5 Relationship to the Quality Enhancement Plan (QEP)

Student Engagement Only

2.5.1 Narrative of the relationship to the QEP Student Engagement

When there is greater turnout for student performances, the students will feel supported and valued by their school and by their community. This may enhance their morale and desire to improve their performance, thus increasing their engagement with the instruction and guidance provided by their instructors and the curriculum

2.6 Relationship to Unit Mission

N/A

2.7 Strategic Plan Relationship - LINK to selection

1.1 Student Engagement - Increase student engagement in collegiate life, both academically and as a member of the college community.

2.7.1 Strategic Plan Relationship Narrative

When there is greater turnout for student performances, the students will feel supported and valued by their school and by their community. This may enhance their morale and desire to improve their performance, thus increasing their engagement with the instruction and guidance provided by their instructors and the curriculum.

2.8 Operational Budget Implications

N/A

2.9 Personnel Budget Implications

N/A

2.10 Equipment Budget Implications

N/A

2.11 Personal Notes

2.12 Results/Findings (Data Summary - Analysis & Evaluation) Fine Arts

Publicity is still a thorny issue. There is still too little widespread publicity of Fine Arts Division performances and events. For some, simply remembering to promote their performances and events is the problem; for others, utilizing all the resources the college offers is the problem. In some instances, there has been improvement, and some director/coordinators do a great job. This goal should continue to be a goal for every Fine Arts department.

2.13 Changes as a Result of Evaluation Fine Arts

In the fall semester, I spoke with a public relations representative about developing a thorough webpage for folks who wish to promote their performances/events. He said that they were working on something like this, but that it was not ready yet. There needs to be an easy way to select what type of promotion is desired and effective communication between each department representative and the office of public relations. This is not something a division chair can accomplish, but it is something division chairs can encourage and help implement when it is developed.

Program Name: 3.3.1.3 Food Services
Program Cycle: #3 9/1/15 to 8/31/16

1 Goal

Provide Campus Dining Services that enhance students' overall college experience and offer a place where students can connect with one another and engage with the campus.

1.1 Outcome Description

Provide high quality service and food. Create spaces that meet students needs.

1.2 Implementation Strategy

Provide high quality service and products. Create places where students will be comfortable and welcomed. Create space that students will choose to use.

1.3 Assessment Method

1.4 Criterion (Expected Outcome)

Increase food quality, customer service, and open new grill.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Student Engagement Only

1.5.1 Narrative of the relationship to the QEP

1.6 Relationship to Unit Mission

1.7 Strategic Plan Relationship - LINK to selection

1.1 Student Engagement - Increase student engagement in collegiate life, both academically and as a member of the college community.

1.7.1 Strategic Plan Relationship Narrative

1.8 Operational Budget Implications

1.9 Personnel Budget Implications

1.10 Equipment Budget Implications

1.11 Personal Notes

1.12 Personal Notes

1.13 Results/Findings (Data Summary - Analysis & Evaluation)

Food services received a 90% approval rate from student surveys conducted by Aramark. The Starbucks and POD have increased overall sales.

1.14 Changes as a Result of Evaluation

We modified open hours for the Starbucks and POD.

Program Name: 3.3.1.3 Honors Program Administration
Program Cycle: #3 9/1/15 to 8/31/16

1 Goal

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 honors program will become more respected and the student population will strive to become a member.

1.1 Outcome Description

Increase the number of students who receive an honors designation for a course.

1.2 Implementation Strategy

The honors director will meet with Division Chairs and coordinate class schedules to offer honors courses. As well as attend the annual meetings of the National Collegiate Honors Council and the Great Plains Honors Council to obtain ideas from the national and regional level on how to attract students into honors.

1.3 Assessment Method

The number of students who complete an honors course or honors contract will be counted towards the completion of this goal.

1.4 Criterion (Expected Outcome)

Fifty students will receive honors credit.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

1.5.1 Narrative of the relationship to the QEP

1.6 Relationship to Unit Mission

1.7 Strategic Plan Relationship - LINK to selection

1.1 Student Engagement - Increase student engagement in collegiate life, both academically and as a member of the college community.

1.7.1 Strategic Plan Relationship Narrative

This outcome relates to TVCC Goal #5.1.1: Student Engagement. Increasing the number of opportunities for honors coursework will bring the experience to more students and create a better learning environment for all students.

1.8 Operational Budget Implications

1.9 Personnel Budget Implications

1.10 Equipment Budget Implications

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

39 unique students received honors credit for a course during the Fall 2015 and Spring 2016 semesters. The goal was 50 students. The honors program met the goal by 78%.

1.13 Changes as a Result of Evaluation

The honors program was 11 students below the stated goal. Ways to achieve and surpass this goal will be to offer a fourth section of honors during both the Fall 2016 and Spring 2017 semesters. In addition, better communication to faculty at the satellite campuses needs to be achieved.

2 Goal

Increasing the number of honors offerings will help to bring the experience to more students, as well as help honors students deal with their unique scheduling difficulties.

2.1 Outcome Description

Increase the number of honors only courses in the academic year.

2.2 Implementation Strategy

Meet with division chairs, Provosts, and Associate VP of Academic Affairs to target specific classes that have the potential of having the maximum number of honors students.

2.3 Assessment Method

The number of classes that are taught each semester will be counted.

2.4 Criterion (Expected Outcome)

There will be four classes that will be offered that will be considered honors only.

2.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

2.5.1 Narrative of the relationship to the QEP

2.6 Relationship to Unit Mission

2.7 Strategic Plan Relationship - LINK to selection

1.1 Student Engagement - Increase student engagement in collegiate life, both academically and as a member of the college community.

2.7.1 Strategic Plan Relationship Narrative

This outcome relates to the Strategic Planning Goal 5.1.1. Offering honors only classes to students will help them engage proactively to peers and be better prepared to take classes at their transfer institutions.

2.8 Operational Budget Implications

2.9 Personnel Budget Implications

2.10 Equipment Budget Implications

2.11 Personal Notes

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

There were two honors courses for the Fall 2015 semester (HIST 1301 and GOVT 2305). The Spring 2016 semester had 3 honors courses (HIST 1302, GOVT 2307, and ENGL 1302). The honors program offered a total of five courses during the academic year. This exceeded the planned outcome.

2.13 Changes as a Result of Evaluation

The plan results were met for this outcome.

Program Name: 3.3.1.3 Kinesiology Division Chairperson
Program Cycle: #3 9/1/15 to 8/31/16

1 Goal

Our goals for this year are to add at least one course from the ACGM and also add at least one more online option to better serve our students.

1.1 Outcome Description

Our department will continue to study and review the ACGM manual to look for additional courses to add for our students.

We also would like to continue to grow our online selections to better serve our students interested in Physical Education courses.

1.2 Implementation Strategy

As the Department Head, I will visit with members of my department to get their input on what other courses we might like to offer. Once I get their results, I will visit with the individuals on campus to see what steps we need to take to make this happen to better serve our students.

1.3 Assessment Method

At the close of the year our department will review our selections to see that we made progress in our offerings.

1.4 Criterion (Expected Outcome)

We will add a new course that has never been offered and also add another online course.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

1.5.1 Narrative of the relationship to the QEP

Adding new course offerings will work hand in hand in relationship to the QEP.

1.6 Relationship to Unit Mission

Our department prides itself on helping meet the goals of our students. Adding new courses, and alternative ways of teaching them, will be very helpful to our community and its learners.

1.7 Strategic Plan Relationship - LINK to selection

1.3 Academic Success

1.7.1 Strategic Plan Relationship Narrative

Adding new courses to better serve students fits with several of the academic goals of TVCC. We not only want to add new offerings, but also allow students the option to take them "face to face" or online if possible.

1.8 Operational Budget Implications

No new budget implications will be needed for this goal.

1.9 Personnel Budget Implications

NA

1.10 Equipment Budget Implications

No equipment will be needed for this class.

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

This year we added a new course "PE for Elementary Majors" and also added Foundations of Kine Online. Both classes were very successful.

We also were excited about offering two classes during the mini semesters at TVCC.

1.13 Changes as a Result of Evaluation

Our department strives to be considered as strong as any on campus with it comes to offering courses and working with students. We will continue to look for ways to improve and add new offerings for our students.

Program Name: 3.3.1.3 Language Arts Division Chairperson
Program Cycle: #3 9/1/15 to 8/31/16

1 Goal Languart Arts - 1

Looking toward the challenges presented by the Texas Higher Education Coordinating Board's (THECB) new required outcomes that must be assessed in core courses, the Language Arts Division will work to improve LEAPs and change rubrics for assessment of each course in the division's offerings.

1.1 Outcome Description

The result is to have the LEAPs determined and the assessments in place that will be utilized in the FY17 year for core courses in Spanish, English, and Humanities by the end of the Spring 2016 semester.

1.2 Implementation 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.

1.3 Assessment Method

The division will collaborate and read, revise and assess the efficacy of each Leap.

1.4 Criterion (Expected Outcome)

By June 1, a LEAP and assessment for each outcome required by THECB will be added to the CARDS database for each core course in the division.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Student Engagement Only

1.5.1 Narrative of the relationship to the QEP

Not related to the Learning Initiative.

1.6 Relationship to Unit Mission

This is not related to the Learning Initiative.

1.7 Strategic Plan Relationship - LINK to selection

1.1 Student Engagement - Increase student engagement in collegiate life, both academically and as a member of the college community.

1.7.1 Strategic Plan Relationship Narrative Student Relationship

1.8 Operational Budget Implications

There will not be any budget implications.

1.9 Personnel Budget Implications

There will not be any budget implications.

1.10 Equipment Budget Implications

There will not be any budget implications.

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation) Results

Our division met in April and reviewed and changed all Leaps according to recommendations of the committee that read and graded the Leaps several months earlier. The new Leaps in all areas have incorporated these suggestions.

1.13 Changes as a Result of Evaluation Changes

Leaps will be reviewed annually due to the need to keep assessments fresh and current. Leaps should grow and be dynamic instruments for our faculty.

Program Name: 3.3.1.3 Provost TVCC Health Science Center
Program Cycle: #3 9/1/15 to 8/31/16

1 Goal

To improve the success of health occupations students.

1.1 Outcome Description

The health occupations graduates will have sufficient knowledge and skills for employment and passing their respective licensure exams.

1.2 Implementation 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.

1.3 Assessment Method

ATI diagnostic test reports for VN students, HESI diagnostic exams for ADN & EMT students.

1.4 Criterion (Expected Outcome)

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.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

1.5.1 Narrative of the relationship to the QEP

1.6 Relationship to Unit Mission

Since our mission is to graduate competent, safe practitioners this outcome directly matches the mission. The comprehensive diagnostic tests will help graduates determine if they are ready for their licensure exams which are necessary for licensure and which measures competency.

1.7 Strategic Plan Relationship - LINK to selection

1.4 Workforce Success

1.7.1 Strategic Plan Relationship Narrative

This will help determine if the health occupations students are prepared for their respective licensing exams.

1.8 Operational Budget Implications

Cost per student is needed in the testing fees budget per semester to be able to implement diagnostic testing program - ATI & HESI. This \$ is collected in student lab fees.

1.9 Personnel Budget Implications

Sufficient faculty are needed to implement the curriculum.

1.10 Equipment Budget Implications

Need adequately supplied skills lab to implement the curriculum.

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

1. ADN - Class of 2016 mean on HESI exit exam was 852 compared to the national mean of 823. Met.
2. VN - Kaufman - Class of 2015 mean on ATI Comprehensive Predictor was 72% compared to the national mean of 68.4%. Met
3. VN - Palestine - Class of 2016 mean on ATI Comprehensive Predictor was 76.5% compared to the national mean of 68.4%. Met.
4. Paramedic - Class of 2016 - mean on HESI Paramedic Exit exam was 795 compared to national mean of 641. Met.

1.13 Changes as a Result of Evaluation

1. ADN - will continue current strategies and plans for improvement including putting an emphasis on students working on a 2 year HESI plan.
2. VN Kaufman - will continue current strategies
3. VN Palestine - will continue current strategies
4. Paramedic - will continue current strategies including plan to implement scenario based learning.

2 Goal

To improve the success of TVCC nursing students.

2.1 Outcome Description

The nursing graduates as a whole will score at an acceptable level in all areas of the licensing exam

2.2 Implementation 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.

2.3 Assessment Method

Evaluate NCLEX-PN and NCLEX-RN program reports

2.4 Criterion (Expected Outcome)

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.

2.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

2.5.1 Narrative of the relationship to the QEP

2.6 Relationship to Unit Mission

Since our mission is to graduate competent, safe practitioners this outcome directly matches the mission. The NCLEX-RN and NCLEX-PN show areas of the curriculum that are strengths and weaknesses. The NCLEX licensure exams measure minimum competency.

2.7 Strategic Plan Relationship - LINK to selection

1.4 Workforce Success

2.7.1 Strategic Plan Relationship Narrative

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.

2.8 Operational Budget Implications

\$450 needed annually for the NCLEX-PN Program Reports and \$350 for the NCLEX-PN Program Reports. Need sufficient services and supplies budget to implement the curriculum.

2.9 Personnel Budget Implications

Sufficient faculty is needed to implement the nursing curricula.

2.10 Equipment Budget Implications

Need adequately supplied skills lab to implement the nursing curricula

2.11 Personal Notes

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

1. ADN - all areas above 30th percentile - met
2. VN - Kaufman - all areas above 30th percentile - met.
3. VN - Palestine - all areas above 30th percentile - met. But sensory perception was 31st percentile and last year it was 29th percentile.

2.13 Changes as a Result of Evaluation

1. ADN will continue current strategies and continue to monitor trends in results as well as concepts.
2. VN Kaufman will continue current strategies and continue to monitor trends in results.
3. VN Palestine will continue current strategies and review sensory-perceptual content within course objectives and revise teaching content and/or strategies as needed; discuss with other instructors the low performance in this area and collaboratively incorporate subject matter where appropriate and review again next year.

3 Goal

To improve the success of health occupations students.

3.1 Outcome Description

Have sufficient number of health occupations graduates who are employed in their health occupation's field or continuing their education.

3.2 Implementation Strategy

Implement current curriculum and continue having prospective employers come recruit in the last semester.

3.3 Assessment Method

THECB Annual Data Profile and program graduate surveys

3.4 Criterion (Expected Outcome)

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.

3.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

3.5.1 Narrative of the relationship to the QEP

3.6 Relationship to Unit Mission

Since our mission is to meet the employment needs of the community, this outcome directly matches the mission. We need to maximize the number of graduates who are employed.

3.7 Strategic Plan Relationship - LINK to selection

1.4 Workforce Success

3.7.1 Strategic Plan Relationship Narrative

Having 90% of the graduates employed or pursuing further education will help to increase the proportion of Association of Applied Sciences graduates and Certificate completers who obtain employment in their chosen field of student within one year of program completion.

3.8 Operational Budget Implications

Need sufficient services and supplies budget to implement the curriculum.

3.9 Personnel Budget Implications

Must have enough faculty to implement the curricula according to the rules from the regulatory agencies.

3.10 Equipment Budget Implications

Need adequately supplied skills lab to implement the curriculum

3.11 Personal Notes

3.12 Results/Findings (Data Summary - Analysis & Evaluation)

1. ADN - 2013 - 2014 placement results from THCEB was 90.28% and 3 year average was 90.04%. Met.
2. VN - 2013 - 2014 placement results from THECB was 94.94% and 3 year average was 94.06%. Met.
3. Surgical Technology - 2013 - 2014 placement results from THECB was 100% and 3 year average was 93.55%. Met
4. Paramedic - 2013 - 2014 placement results from THECB was 84.62% but 3 year average was 90.32%. Not met for 2013 - 2014 but met for 3 year average.

3.13 Changes as a Result of Evaluation

1. ADN - will continue current strategies. Spring 2016 saw an increase in employers wanting to recruit nurses so predict that placement rate will increase.
2. VN - will continue current strategies. Continue to see increase in employers wanting to recruit nurses.
3. SGT - will continue current strategies. Many students get job offers before they leave their last clinical rotation.
4. Paramedic - Due to low numbers of graduates, 2 students not working or pursuing further education dropped the rate to 84%. Will continue to recruit and work on retention so that an increase in numbers will help the rates increase. Will look into inviting employers to talk to the classes in their last semester about available jobs.

4 Goal

To improve the success of health occupations students.

4.1 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)

4.2 Implementation Strategy

Implement the current curricula with modifications decided on during the respective health occupations faculty curriculum meetings

4.3 Assessment 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.

4.4 Criterion (Expected Outcome)

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.

4.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

4.5.1 Narrative of the relationship to the QEP

4.6 Relationship to Unit Mission

Since our mission is to graduate competent, safe practitioners this outcome directly matches the mission. The NCLEX-PN, NCLEX-RN, NACES, AST certification/licensure exam and EMT National Registry exam are the exams required for licensure/certification and measure competency.

4.7 Strategic Plan Relationship - LINK to selection

1.4 Workforce Success

4.7.1 Strategic Plan Relationship Narrative

This directly relates to increasing professional licensure/certification of health occupations programs graduates.

4.8 Operational Budget Implications

Need sufficient services and supplies budget to implement the curriculum.

4.9 Personnel Budget Implications

Sufficient faculty are needed to implement the curriculum. The counselor is needed for academic and support services.

4.10 Equipment Budget Implications

Need adequately supplied skills lab to implement the curriculum

4.11 Personal Notes

4.12 Results/Findings (Data Summary - Analysis & Evaluation)

VN Palestine - Class graduated August 2015 - 23/26 passed NCLEX 1st attempt = 88.5% success rate. Met.
VN Kaufman - Class graduated December 2015 - 19/19 passed NCLEX 1st attempt = 100% success rate. Met.
SGT Class graduated May 2016 - 9/9 passed CST exam 1st attempt = 100% success rate. Met.
PCT - Class of fall 2015 and Class of spring 2016 - both had 100% pass rate on CNA exam. Met.
ADN Class graduated May 2015 - 93/111 passed NCLEX 1st attempt = 83.8% success rate. Not met.

Paramedic Class graduating August 2015 - 3/6 passed NREMT 1st attempt = 50% success rate. Not met.

4.13 Changes as a Result of Evaluation

VN Palestine - continue current strategies

VN Kaufman - continue current strategies

SGT - continue current strategies

PCT - will continue current strategies.

ADN - Changed to computerized testing on student lap-tops and iPads, not allowing students to navigate backwards (this will be class of 2017); have made attendance mandatory for re-admitting and Target: Two Years students; changed review course to HURST and 97% of students attended the review course in April; faculty will continue to get more efficient and effective at flipping the classroom - programs where faculty really buy into concept-based curriculum and flipping the classroom do better; will implement other changes decided upon for LEAPs as well; have changed to Elsevier EAQ for NCLEX for practice questions

Paramedic -The EMS Program will be adopting Scenario-based Learning (SBL). This approach encourages students to take an active, integrated and inquiry-based approach to learning, through the use of realistic scenarios. This type of instruction has been used to support students to engage with and integrate material learned through other formal and informal learning activities. It has also been shown to improve both retention and pass rates on the National Registry Certification exams.

5 Goal

To improve the success of health occupations students.

5.1 Outcome Description

Have sufficient number of health occupations graduates to be able to take the licensing/certification tests.

5.2 Implementation 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.

5.3 Assessment 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.

5.4 Criterion (Expected Outcome)

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.

5.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

5.5.1 Narrative of the relationship to the QEP

5.6 Relationship to Unit Mission

Since our mission is to graduate competent, safe practitioners, and meet the employment needs of the community, this outcome directly matches the mission. We need to maximize the number of graduates.

5.7 Strategic Plan Relationship - LINK to selection

1.4 Workforce Success

5.7.1 Strategic Plan Relationship Narrative

Increasing the retention rate in the health occupations programs will help increase the graduation rate.

5.8 Operational Budget Implications

Need sufficient services and supply budgets to meet the needs of the program.

5.9 Personnel Budget Implications

Need sufficient faculty to implement the curriculum.

5.10 Equipment Budget Implications

Need adequately supplied skills lab to implement the curriculum

5.11 Personal Notes

5.12 Results/Findings (Data Summary - Analysis & Evaluation)

1. VN Kaufman - 15/24 students starting in Spring 2015 graduated in December 2015 = 62.5% retention. Not met.
2. VN Palestine - 13/22 students starting in fall 2015 are graduating in August 2016 = 59% retention rate. Not met.
3. SGT - 9/11 students starting in fall 2015 graduated in May 2016 = 82% retention rate. Met.
4. PCT - 9/9 students starting in fall 2015 graduated in December 2015 and 8/8 students starting in spring 2016 graduated in May 2016 = 100% success rate. Met.
5. ADN - 80/163 students starting in fall 2014 (for generic) or summer 2015 (for transition) graduated in May 2016 (2 years for generic and 1 year for transition) = 49% retention. Not met. 52/115 = 45% generic; 24/40 = 50% LVN transition; 4/8 = 50% Paramedic transition. 45/104 = 43% Kaufman; 7/11 = 64% Athens. Not met for all except Athens.
6. Paramedic - Palestine class - 6/7 students who started in fall 2015 are expected to graduate in August 2016 = 86% retention; Kaufman - 4/6 students who started in fall 2015 are expected to graduate in August 2016 = 67% retention. Met in Palestine but not Kaufman.

5.13 Changes as a Result of Evaluation

1. VN Kaufman - Instructor combined the tests for the med/surg and maternity courses in the summer in hopes that the med/surg test grades will help some students who would have otherwise failed maternity course. Will evaluate to see if there can be less med/surg exams to help with the overloaded summer courses
2. SGT - will continue current strategies.
3. PCT - will continue current strategies.
4. ADN - Long term plan - will research evidence on what criteria correlates with success in the ADN program and change admission criteria to match when the college changes to the new ERP computer system. Looking at ADN pathway retention compared to RN-to-BSN pathway retention, it is clear that

the science grades have a great impact in success. Faculty will make effort to help students focus their readings and not overload them with reading and voice-overs especially in Level I which had the worst retention.

5. Paramedic - will work on increasing recruitment for the paramedic program as only 2 students not completing the program dropped the retention rate below the expected criterion. Will be changing to new testing system which should be advantageous to the students. Piloting one day a week classes as opposed to the previous evening classes to see if that helps retention.
6. VN Palestine - will do the following:
 - a. Continue to track demographical, GPA, admission criteria, ESL and socio-economic data to assess correlation between student retention and attrition rates.
 - b. Offer tutoring and instructor availability to support academic success. With each failed test have student perform a test analysis and after two consecutive failed tests recommend tutoring.
 - c. Implement more active learning techniques such as classroom clickers, in the classroom to enhance adult learning.
 - d. Encourage student accountability and responsibility in the learning process by showing student's their grade average with every test and may also include referring students to the counseling department for academic and non-academic needs.
 - e. Nurture positive relationships with clinical facilities to enhance student learning experiences.

6 Goal

To improve the daily operations of the HSC.

6.1 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.

6.2 Implementation Strategy

Implement current daily operations, focusing on areas of improvement identified by staff and the results of the last survey.

6.3 Assessment Method

Survey will be scored and results reviewed.

6.4 Criterion (Expected Outcome)

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.

6.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

6.5.1 Narrative of the relationship to the QEP

6.6 Relationship to Unit Mission

The mission of the unit is to graduate competent, safe practitioners to meet the employment needs of the community. This goal indirectly relates to this mission by providing necessary support services for students and faculty in an effective, efficient, customer-oriented manner to enhance learning.

6.7 Strategic Plan Relationship - LINK to selection

2.3 Facilities Management

6.7.1 Strategic Plan Relationship Narrative

This will help improve efficiency of TVCC operations of HSC office and LRC and building maintenance.

6.8 Strategic Plan Relationship - LINK to selection

1.5 Learning Resources

6.8.1 Strategic Plan Relationship Narrative

This will help improve efficiency of TVCC operations of HSC office and LRC and building maintenance.

6.9 Operational Budget Implications

Need sufficient services and supplies budgets to meet the needs of faculty and staff to do their jobs.

6.10 Personnel Budget Implications

Need sufficient personnel to meet the needs of the students.

6.11 Equipment Budget Implications

Need working office equipment to meet the needs of the students

6.12 Personal Notes

6.13 Results/Findings (Data Summary - Analysis & Evaluation)

Scores on 2015 -216 HSC Student Survey:

1. 4.35
2. 4.23
3. 4.25
4. 4.17
5. 4.19
6. 4.20

All items scored above the benchmark. Criterion met.

6.14 Changes as a Result of Evaluation

Will continue current strategies. Will share the results with staff and try and address some of the individual comments. We are requesting more security for next year so that should help with the one comment about security.

7 Goal

To improve the success rate of Associate Degree Nursing students.

7.1 Outcome Description

Have sufficient number of graduate nurses to be able to take the licensing test.

7.2 Implementation Strategy

Continue to implement the current curriculum incorporating previous grant projects that focused on retention such as Boot Camp orientation activities and Target: Two Years. Implement the revised retention mentoring policy.

7.3 Assessment 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.

7.4 Criterion (Expected Outcome)

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%.

7.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

7.5.1 Narrative of the relationship to the QEP

7.6 Relationship to Unit Mission

Since our mission is to graduate competent, safe practitioners, and meet the employment needs of the community, this outcome directly matches the mission. We need to maximize the number of graduates.

7.7 Strategic Plan Relationship - LINK to selection

1.4 Workforce Success

7.7.1 Strategic Plan Relationship Narrative

Increasing the ADN retention rate will lead to increased graduation rates for workforce programs.

7.8 Operational Budget Implications

Need adequate services and supplies budget to implement the curriculum.

7.9 Personnel Budget Implications

Sufficient faculty are needed to implement the curriculum and retention mentoring policy.

7.10 Equipment Budget Implications

Need adequate supplies for skills lab to implement the curriculum.

7.11 Personal Notes

7.12 Results/Findings (Data Summary - Analysis & Evaluation)

1. Level I retention fall 2015 = 56% - not met
2. Level II retention spring 2016 - 95% - met
3. Transition retention summer 2015 - 62.5% - not met
4. Level III retention fall 2015 - 94.4% - met
5. Level IV retention spring 2016 - 99% - met

7.13 Changes as a Result of Evaluation

Retention benchmarks met for Level II, III and IV. Will continue current strategies for those semesters including Target: Two Years program. Level I and Transition were the semesters with the lowest retention. Faculty will work on focusing the reading and other assignments in the fall semester so the students are not so overloaded. The Provost and subcommittee will investigate revision of admission criteria so that we are accepting students who can be successful with the increased rigor of the program.

8 Goal

Expand the HSC sufficiently to meet the needs of current and future students.

8.1 Outcome Description

Plans for expansion of the HSC by renovation of the old Terrell hospital will be made and implemented.

8.2 Implementation 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 justification and plans for renovation of the Terrell hospital.

8.3 Assessment Method

Review the Board of Trustees meeting minutes. Contract with construction manager. View visible progress on renovation of the hospital.

8.4 Criterion (Expected Outcome)

The TVCC Board of Trustees will approve plans for the renovation of the Terrell hospital for expansion of the HSC. Beginning renovations by May 2016.

8.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

8.5.1 Narrative of the relationship to the QEP

8.6 Relationship to Unit Mission

The expansion of physical facilities will allow expansion of the health occupations program enrollments and will contribute to the graduation of more health occupations students.

8.7 Strategic Plan Relationship - LINK to selection

2.3 Facilities Management

8.7.1 Strategic Plan Relationship Narrative

The expansion of HSC by moving to the Terrell hospital will provide for future expansion of health occupations students.

8.8 Operational Budget Implications

Funding for the HSC expansion by renovation of hospital space will need to be obtained and approved by the TVCC Board of Trustees.

8.9 Personnel Budget Implications

Increased personnel will not be needed until the building is completed - estimated time - 2 years.

8.10 Equipment Budget Implications

Equipment will not be needed until the building is completed - estimated time - 2 years. The grant writer will work with the Provost on grants for equipment for the HSC expansion.

8.11 Personal Notes

8.12 Results/Findings (Data Summary - Analysis & Evaluation)

The college hired the architecture firm to create a renovation plan for the 66,000+ square foot hospital building, which was presented to the Board of Trustees in August, 2015. The Board requested a pro-forma, which was presented to the Board in February 2016. During this meeting, the HSC Provost, the President of the Faculty Association (Sophomore Team Leader) and Mayor Elect of Terrell spoke on behalf of the project. Additional

information about the cost of the health occupations programs was requested along with plans for the current Health Science Center. These were presented to the Board at their next meeting in April and the Chairman of the Board appointed a sub-committee of 3 Board members who were charged with investigating and returning with a recommendation. This project will cost over \$12 million and would be the largest project the Board has ever approved. At this time the college underwent a change in the Presidency and Dr. King was appointed as President Pro-Tem. He met with the members of the subcommittee and the plans were discussed in closed session at the June 2016 Board meeting. Not met yet, but continues to progress.

8.13 Changes as a Result of Evaluation

The project will again be addressed in the July board meeting. The timeline will need to be changed for next year. Current plans would be for project to be completed by spring 2018. The Provost will be present at the July meeting in case any questions need to be answered.

Program Name: 3.3.1.3 Provost TVCC Palestine Campus
Program Cycle: #3 9/1/15 to 8/31/16

1 Goal

Increase Spring semester enrollments.

1.1 Outcome Description Workforce Enrollment

Increase the Spring 2016 enrollment in workforce classes by 5% over the Spring 2015 enrollments.

1.2 Implementation Strategy Increase advertisements

Increase the types of advertisement (newspaper, radio, etc.) and the number of advertisements for workforce programs in 2015/2016 over the ads run in 2014/2015.

1.3 Assessment Method

Count the modes of advertisements used in 2015/16 and compare to the modes of 2014/15.
Count the number of 2015/16 advertisements on radio, newspaper, etc. and compare to the numbers used in 2014/15.

1.4 Criterion (Expected Outcome)

Increase the Spring 2016 enrollment in workforce classes to at least 716.
That is 5% over the Spring 2015 enrollments of 682.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

1.5.1 Narrative of the relationship to the QEP

This objective is to increase access and/or enrollment numbers. It is not related to student learning or success.

1.6 Relationship to Unit Mission

1.7 Strategic Plan Relationship - LINK to selection

3.2 Outreach

1.7.1 Strategic Plan Relationship Narrative

Increasing enrollment in workforce programs meets the outcome of strategic goal 3.2.2: Increase enrollment in high-need programs to meet or exceed THECB criteria for each plan year.

1.8 Operational Budget Implications

Increasing enrollment in workforce programs may require a small increase in supply funds, but the increase should be negligible.

1.9 Personnel Budget Implications

A 5% increase in enrollment is not expected to have any effect on personnel or the personnel budget.

1.10 Equipment Budget Implications

No increase in equipment budget would be required with a 5% increase in enrollment.

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation) Palestine Spring Enrollment

The 2016 spring enrollment at the TVCC-Palestine campus increased when compared to spring 2015. The total headcount increase was 26, from 954 to 980, or 2.7%, and the workforce enrollments in spring 2016 was 727 as compared to 682 in spring 2015, or an increase of 6.6%.

Therefore the enrollment increase objective was successfully completed.

The types of advertising used was also increased. In 2014/2015 we used radio, newspaper, short video at the local Y, city map, and chamber booklet for advertising. In 2015/2016 we kept the same forms of advertising and added the movie advertisements.

1.13 Changes as a Result of Evaluation

The plan results were met.

2 Goal

2.1 Outcome Description Increase non-credit workforce enrollments

By addressing the training needs of local employers, TVCC-Palestine will double the number of enrollments in non-credit workforce training classes for the 2015/16 academic year as compared to the 2014/15 academic year.

2.2 Implementation Strategy

Renovate the PWEC facility to add classrooms for workforce training.

Work with Texas Department of Criminal Justice to begin offering in-service training.

Enroll TDCJ employees into TVCC non-credit courses that align with the in-service training required by the state.

2.3 Assessment Method

Report completion of renovation project at PWEC facility.

Offer non-credit courses aligned with TDCJ requirements.

Enroll encumbant workers.

2.4 Criterion (Expected Outcome)

The 2015/16 academic year will have at least 100 enrollments in state funded, non-credit courses at TVCC-Palestine Campus as compared with the 50 enrollments in the 2014/15 academic year.

2.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

2.5.1 Narrative of the relationship to the QEP

This goal is to increase services to the community and major employers in the area.

2.6 Relationship to Unit Mission

2.7 Strategic Plan Relationship - LINK to selection

3.4 Community Service

2.7.1 Strategic Plan Relationship Narrative

This Administrative Objective is related to Strategic Plan 3.3.2 Increasing non-credit funded offerings.

2.8 Operational Budget Implications

This objective will create the need for a small increase in operational funds for the College. The expected amount would be \$500 for supplies and travel.

2.9 Personnel Budget Implications

The personnel needs to implement this objective will be one person to coordinate the project, work closely with the TDCJ training personnel, and to register the students. Estimated budget of \$65,000.

2.10 Equipment Budget Implications

The only equipment needed would be an office computer and telephone, and projection equipment for 3 classrooms.

2.11 Personal Notes

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

The renovation of the PWEC to create new classrooms, conference room, and offices was completed in February 2016. The agreements with the city of Palestine and the TDCJ was completed in late 2015, and classes began February 29, 2016. Between 2/29/16 and 8/31/16, the total number of TDCJ employees trained was 1327 and the total contact hours generated by the non-credit training was 60,009. The non-credit training credit goal was met.

2.13 Changes as a Result of Evaluation

This goal was met and the plan should be continued for another year.

Program Name: 3.3.1.3 Provost TVCC Terrell Campus
Program Cycle: #3 9/1/15 to 8/31/16

1 Goal Provost Terrell Campus - 1

In an effort to meet the continuing demand for online courses, more full time faculty must be trained and available to teach online courses in appropriate disciplines.

1.1 Outcome Description

An increase in the number of full time online faculty will better meet the needs of the ever growing online student population throughout the college. In addition, the ability of full time faculty to teach both face to face and online courses will result in the faculty being able to satisfy their instructional load requirements. The byproduct of this will result in being able to better meet the needs of our students.

1.2 Implementation Strategy

Newly employed faculty will be encourage to engage in the online training provided by the Distance Learning Director early in the fall semester with the intent of them teaching an online course in the spring semester.

1.3 Assessment Method

The number of full time faculty assigned to teach online course assigned to the Terrell Campus will be compared to last year's (2014-2015) number of faculty teaching online courses.

1.4 Criterion (Expected Outcome)

It is anticipated that that the number of full time faculty teaching online will increase ten percent.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

1.5.1 Narrative of the relationship to the QEP

N/A

1.6 Relationship to Unit Mission

N/A

1.7 Strategic Plan Relationship - LINK to selection

1.3 Academic Success

1.7.1 Strategic Plan Relationship Narrative

The need to quickly introduce and engage full time faculty into the online environment is apparent. Not only can the faculty use Black Board to teach online courses but they can also use this platform to enhance their fact to face course. Once Black Board technology is acquired and somewhat perfected, the instructional skills of the faculty member will be enhanced to the degree of their ability.

1.8 Operational Budget Implications

N/A

1.9 Personnel Budget Implications

N/A

1.10 Equipment Budget Implications

N/A

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

During the Fall 2014 and Spring 2015 academic year there were a total of 49 online sections (23 + 26) taught by faculty having course sections designated as Terrell Campus. During the 2015 Fall and Spring 2016 academic year there were a total of 54 online sections (25 + 29) taught by faculty having course sections designated as Terrell Campus. This constitutes an increase of ten percent (10%). Therefore, the goal of increasing the number of faculty teaching online courses during the 2016-2016 academic year has been met.

1.13 Changes as a Result of Evaluation

The goal of increasing the number of faculty teaching online courses was met. It is apparent that more and more students are requesting online courses because of their convenience. However, it would appear that the rate of growth will not be dynamic as this year; therefore, the goal for next year will not be as great.

2 Goal Provost Terrell Campus - 2

Convert an existing classroom to office and storage area.

2.1 Outcome Description

At the present time the Terrell Campus has no available office space for any additional faculty or staff. At the beginning of the Fall 2015 semester, one full time faculty member (Accounting/Developmental Math) does not have an office available. Temporary access will be provided for this faculty member in a conference room (L Building). In addition, a second IT person has been hired and they are currently located in the Server Room in L Building. The conversion of the classroom in L104 will result in the creation of four office areas and two small storage areas.

2.2 Implementation Strategy

A brief sketch of the L104 has been developed with the intent of determining the number of offices that can be available once completed. Each office area (4 offices) would be approximately 10' by 10' and the two storage areas would be approximately 6' x 10' and 5' x 5' depending on ADA door requirements. Each office area and storage area would be totally enclosed from floor to ceiling.

2.3 Assessment Method

Obviously the completion of the converted classroom to office and storage areas would render the goal accomplished. Based on budgetary monies available, the completion of the goal could occur in stages. The first stage would be providing the framework for each designated area. The second stage would be the purchase of office furniture for as many offices as needed at the time. In addition, the purchase of computer and telephone equipment for the appropriate number of areas. The third stage would be the purchase of the remaining furniture, computer and telephone needs to complete the project.

2.4 Criterion (Expected Outcome)

The accomplishment of this goal will provide office space and storage space for a campus that has run out of both. The faculty and staff employed effective for the fall 2015 semester will have an office area that will be suitable for their needs.

2.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

2.5.1 Narrative of the relationship to the QEP

N/A

2.6 Relationship to Unit Mission

N/A

2.7 Strategic Plan Relationship - LINK to selection

2.3 Facilities Management

2.7.1 Strategic Plan Relationship Narrative

As a component of facilities management, there is obvious need in always providing proper facilities to meet the mission of the institution. This not only includes classroom availability, but also office and proper storage areas. The stated goal will meet the needs of the Terrell Campus with the additional office areas and storage areas at the present time.

2.8 Operational Budget Implications

Approximate construction costs: \$30,000.00

Approximate costs of wiring for computer and telephones: \$7,000.00

Approximate furniture costs: \$2500.00 x 4= \$6,000.00

2.9 Personnel Budget Implications

N/A

2.10 Equipment Budget Implications

Furniture and IT (computer) equipment must be purchased for each office area. (4 offices x \$1500.00=\$6000.00)

2.11 Personal Notes

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

Budget limitations prevented the construction and conversion of the designaged classroom into approximately 4 offices for either faculty or staff. It is still hoped that construction of said offices will be completed during this upcoming academic year. Monies in the Facilities budget have been allocated.

2.13 Changes as a Result of Evaluation

As noted, budget limitations prevented the construction and conversion of the designaged classroom into approximately 4 offices for either faculty or staff. I understand there is a possibility that given the time and opportunity, the classroom located in L Building (L-104) may be converted at some point during the 2016-2017 academic year. Monies in the Facilities budget have been allocated.

3 Goal Provost Terrell Campus - 3

To provide and promote better communication between the TVCC Terrell Campus with the area school districts engaged in our dual credit program.

3.1 Outcome Description

To improve communication with those school districts that currently offer dual credit courses to their students via the TVCC dual credit program.

3.2 Implementation Strategy

With the existing counseling staff (3) on the Terrell Campus, we will continue to assign each counselor to a specific school district. It will be the responsibility of the assigned TVCC counselor to work with the designated high school counselor to achieve and enhance the communication throughout the academic year. There are ten school districts in the immediate service area of the Terrell Campus.

3.3 Assessment Method

It is anticipated that the log maintained by each counselor individually and collectively, will reflect a positive percentage increase from the previous year's (2014-2015) log. The log will reflect meetings with the high school counselors on the high school campuses and meetings on the Terrell Campus. Telephone logs will not be maintained for this purpose.

3.4 Criterion (Expected Outcome)

It is anticipated that the log kept by each counselor individually and collectively, will result in a strong positive outcome. More specifically, it is anticipated that the number of personal contacts and meetings, with their assigned high school counselor will be increased at least 10 percent.

3.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

3.5.1 Narrative of the relationship to the QEP

N/A

3.6 Relationship to Unit Mission

N/A

3.7 Strategic Plan Relationship - LINK to selection

1.2 Student Success

3.7.1 Strategic Plan Relationship Narrative

This goal, once achieved, should have a positive impact on the overall enrollment at TVCC; more specifically the dual credit program. Better communication will result in an increase in the number of high school students who become aware of and interested in the dual credit program.

3.8 Operational Budget Implications

N/A

3.9 Personnel Budget Implications

N/A

3.10 Equipment Budget Implications

N/A

3.11 Personal Notes

3.12 Results/Findings (Data Summary - Analysis & Evaluation)

The existing counseling/advising staff on the Terrell Campus continue to work effectively with designated school districts in the immediate service area of the Terrell Campus. As a result better communications and relationships have continued to improve with the common goal of meeting the academic needs of students who plan to attend TVCC after graduation and those students who are designated with dual credit status. The number of visits made to area high schools during the 2014-2015 academic year for the counseling /advising staff was 69. In contrast the number of visits made during the 2015-2016 academic year totaled 74 which constituted a seven percent increase.

3.13 Changes as a Result of Evaluation

The counselors/advisors will continue their efforts in providing even better communications with the area school districts in the Terrell Campus' immediate service area. Continued efforts will be made to improve procedures that will enable the high school counselors to be even more efficient in working with their students to provide the necessary enrollment information for each semester.

In regard to dual credit course offerings, it is anticipated that the employment of a faculty member designated as the Campus Curriculum Director will be an added means of improving communication not only with the high school counselors but also with faculty who teach dual credit courses. This will especially be helpful for the embedded faculty.

Program Name: 3.3.1.3 Science and Mathematics Division Chairperson
Program Cycle: #3 9/1/15 to 8/31/16

1 Goal

1.3.3 Increase the success rate of students attempting their first college level math or English course.

1.1 Outcome Description

Department Pathways included in our TVCC Catalog for 2016-2017 should include the new Learning Frameworks course.

1.2 Implementation Strategy

Faculty of the Math & Science Division will rework the Departmental Pathways included in the 2016-2017 TVCC Catalog to include the new Learning Frameworks course within the first 15 semester hours of a student's suggested pathway.

1.3 Assessment Method

TVCC Catalog changes submitted for the 2016-2017 Catalog will include Learning Frameworks (success) or not.

1.4 Criterion (Expected Outcome)

100% of the seven Pathways for inclusion in the TVCC 2016-2017 Catalog created by Departments in the Division of Math & Science will include Learning Frameworks in the first semester recommendations.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Student Engagement Only

1.5.1 Narrative of the relationship to the QEP

The QEP Committee has recommended that all Pathways include Learning Frameworks within the first 15 semester hours of a student's work at TVCC.

1.6 Relationship to Unit Mission

The Unit Mission requires us to "prepare and empower students for success". Learning Frameworks is designed to help students prepare for success.

1.7 Strategic Plan Relationship - LINK to selection

1.1 Student Engagement - Increase student engagement in collegiate life, both academically and as a member of the college community.

1.7.1 Strategic Plan Relationship Narrative

This goal relates to Action Area 1.3.3 "Increase the success rate of students attempting their first college level math or English course." by helping prepare students to accept college level rigor, demands, and expectations

1.8 Operational Budget Implications

None

1.9 Personnel Budget Implications

None

1.10 Equipment Budget Implications

None

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

Though some of the Departments under Math & Science Division completed plans to move the Learning Frameworks course into the first 15 semester hours of a student's recommended program, we were instructed to wait for SACSCOC approval of the new QEP in Fall 2016 before committing to these changes and inserting them in recommendations for Program changes for the 2017-2018 TVCC Catalog. Therefore, this Learning Outcome was not completed.

1.13 Changes as a Result of Evaluation

This outcome will be implemented and enhanced for 2017-2018. Since some of the work is already done, if the QEP is accepted by SACSCOC, the division will present changes to the 2017-2018 TVCC Catalog which will require students to enroll for Learning Frameworks within their first 15 semester hours of any work at TVCC. As an enhancement we will also seek to explain in every science and mathematics credit course that Learning Frameworks is meant to enhance their learning experience and that taking it early in their college career should not delay beginning the long and consecutive list of major courses that serve as prerequisites to successful transfer into junior level university programs.

2 Goal

2.5.1 Enhance a culture of performance improvement by engaging faculty and staff in professional and leadership development opportunities.

2.1 Outcome Description

Encourage more Math & Science faculty members to attend meetings with faculty of other higher education institutions.

2.2 Implementation Strategy

Faculty will attend more meetings with faculty of other higher education institutions.

2.3 Assessment Method

Faculty will report to the Division Chairperson for Math & Science all meetings with faculty of other institutions of higher education.

2.4 Criterion (Expected Outcome)

90% of all full-time Math & Science faculty will attend at least one meeting with faculty of other higher education institutions during the 2015-2016 school year.

2.5 Relationship to the Quality Enhancement Plan (QEP)

Student Engagement Only

2.5.1 Narrative of the relationship to the QEP

This is only related to student engagement in that we need to be aware of current initiatives and to give input when appropriate. This does affect student engagement.

2.6 Relationship to Unit Mission

In order to be a "learning centered college", TVCC needs faculty to actively engage in collaboration with colleagues at other institutions of higher learning.

2.7 Strategic Plan Relationship - LINK to selection

1.1 Student Engagement - Increase student engagement in collegiate life, both academically and as a member of the college community.

2.7.1 Strategic Plan Relationship Narrative

2.5.1 Enhance a culture of performance improvement by engaging faculty and staff in professional and leadership development opportunities.

2.8 Operational Budget Implications

At least current budgets for Travel would have to be maintained.

2.9 Personnel Budget Implications

none

2.10 Equipment Budget Implications

none

2.11 Personal Notes

none

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

We did not meet the goal. Faculty Evaluations indicated that 50% of Math & Science Division faculty met their professional development requirements by attending and participating in TVCC Learning Day Activities without attending meetings at other institutions or organizations.

2.13 Changes as a Result of Evaluation

We will continue to encourage faculty to attend meetings with educators from other institutions, and will modify any future goal involving this outcome to reflect the fact that travel budgets are very tight and that many fine presentations during TVCC Learning Day activities twice yearly do modify the need for outside trips.

Program Name: 3.3.1.3 Social Sciences Division Chairperson
Program Cycle: #3 9/1/15 to 8/31/16

1 Goal

1.1 Outcome Description

The Social Science Division Chair will monitor, evaluate, and help revise the new LEAPs created during the spring of 2015, if necessary. Using comments and suggestions from the general education assessment committee, the evaluation will also focus on alignment of social science LEAPs with THECB's required core objectives associated with the 2014 Core.

1.2 Implementation Strategy

Face to face meetings with the individual discipline groups will be scheduled and allow faculty members and the division chair to review and finalize any changes to be implemented for the subsequent year's LEAPS.

1.3 Assessment Method

Results of the general education assessment committee LEAP evaluations AND discussions with social science faculty members will determine the needed revisions to subsequent year LEAPs.

1.4 Criterion (Expected Outcome)

All social science course level LEAPs will rate as either authentically or somewhat learning centered upon evaluation from the general education assessment committee and identified weaknesses will be addressed.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Student Engagement Only

1.5.1 Narrative of the relationship to the QEP

1.6 Relationship to Unit Mission

1.7 Strategic Plan Relationship - LINK to selection

1.3 Academic Success

1.7.1 Strategic Plan Relationship Narrative

1.8 Operational Budget Implications

1.9 Personnel Budget Implications

1.10 Equipment Budget Implications

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

Many of the LEAPs submitted were inconsistent in their method of being reported. This was affirmed by the general education committee's review of LEAP quality conducted in the fall 2015.

1.13 Changes as a Result of Evaluation

Due to a disparity in the reporting of different courses, our division is in the process of reviewing the existing rubrics for each core objective. The new rubrics will be piloted during next year.

Program Name: 3.3.1.3 Student Retention Coordinator
Program Cycle: #3 9/1/15 to 8/31/16

1 Goal Online Student Orientation

Create and implement an online student orientation.

1.1 Outcome Description

Make available an online student orientation for new students that prepares them for life at TVCC. Instruct the students on how to activate their Cardinal ID, Cardinal email, access Cardinal Connection, drop a class, register for classes, etc. We will also explain our tutoring program, our Career Center, give informative and helpful information concerning Distance Education and Disability Services. Also we will give them information and tips on how to apply for Financial Aid and the regulations that are encompassed with receiving aid. Graduation and other campus rules and regulations will also be covered.

1.2 Implementation Strategy

Create a course within Blackboard for the Online Orientation and implement a tracking system for the students that complete the orientation that can be compared against students who did not complete it.

1.3 Assessment Method

This will be the baseline year. We will monitor the students' success rate against persistence and retention rates in THECB reporting.

1.4 Criterion (Expected Outcome)

After monitoring the students that complete the orientation for one year, hopefully we will have the benchmark data needed to see if this is a program that should become mandatory before admissions.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

1.5.1 Narrative of the relationship to the QEP

1.6 Relationship to Unit Mission

1.7 Strategic Plan Relationship - LINK to selection

1.3 Academic Success

1.7.1 Strategic Plan Relationship Narrative

This outcome relates to TVCC Goal #1.3.8 in that we are hoping to address some common issues that new students are unsure of as they enter college. This program will give the students needed information on how and where to receive assistance across the campus.

1.8 Operational Budget Implications

There are no operational budget implications for starting this program. We actually discontinued the use of an online orientation that the Student Pathways and Success department has been paying for for many years. By utilizing our Blackboard system, we are able to provide the orientation at no cost to the college.

1.9 Personnel Budget Implications

N/A

1.10 Equipment Budget Implications

N/A

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation) Completion of an online orientation

1.13 Changes as a Result of Evaluation Goal not met

Student Success Services will move this goal forward to the next school year and tweak the details to better match our Quality Enhancement Plan (QEP) going forward.

2 Goal

Expand the Cardinal Academic Coaching program.

2.1 Outcome Description

Expand the CAC program to the Palestine, Terrell, and Kaufman campuses.

2.2 Implementation Strategy

Train faculty and staff volunteers in the program. Explain the coaching strategies and goals, and teach them the processes involved in reaching out to students, helping set and access their academic and long term goals, lead by example, create a vision for themselves, and motivate and inspire the student through the time of graduation.

2.3 Assessment Method

Reports that track these students will be compared to the retention and success rates for those students who have been placed on academic probation.

2.4 Criterion (Expected Outcome)

Students that have been placed on academic probation will successfully complete the following semester with a 2.0 GPA and within 2 semesters will raise their cumulative GPA to above a 2.0.

2.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

2.5.1 Narrative of the relationship to the QEP**2.6 Relationship to Unit Mission****2.7 Strategic Plan Relationship - LINK to selection**

1.3 Academic Success

2.7.1 Strategic Plan Relationship Narrative

This outcome relates to TVCC Goal #1.3.8. Expanding the Cardinal Academic Coaching program will give a larger number of students the mentoring and coaching needed to set goals, track progress throughout the semester, and give students additional tools needed to successfully complete their academic courses.

2.8 Operational Budget Implications

The only operational budget implications would be the occasional trips to the branch campuses for training

purposes.

2.9 Personnel Budget Implications

N/A

2.10 Equipment Budget Implications

N/A

2.11 Personal Notes None

2.12 Results/Findings (Data Summary - Analysis & Evaluation) Track numbers of students

Once the student completes the online orientation, we will better be able to link their participation in this program to their overall outcome at TVCC-graduation, transfer or dropped out.

2.13 Changes as a Result of Evaluation Changes in programming

We will move this outcome forward for the next school year, but link it more to the Quality Enhancement Plan (QEP) "Pathways to Progress"

Program Name: 3.3.1.3 VP of Instruction
Program Cycle: #3 9/1/15 to 8/31/16

1 Goal

Provide in-service and pre-service continuing education training for Texas Department of Criminal Justice Region II security officers at the Palestine Workforce Center and Palestine Campus.

1.1 Outcome Description

Provide TDCJ Pre-Service and In-Service training that includes the appropriate instructional curriculum and clerical services at the Palestine Workforce Center and Palestine Campus in 2015-2016.

1.2 Implementation Strategy

Provide appropriate curriculum, enrollment procedures, instructional staff, administrative and clerical staff for proposed TVCC Pre-Service and In-Service training

1.3 Assessment Method

The completion of continuing education courses for TDCJ Pre-Service and In-Service training by TDCJ employees.

1.4 Criterion (Expected Outcome)

Enrollment and completion of In-Service and Pre-Service courses by TDCJ employees.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

1.5.1 Narrative of the relationship to the QEP

Not applicable

1.6 Relationship to Unit Mission

1.7 Strategic Plan Relationship - LINK to selection

1.1 Student Engagement - Increase student engagement in collegiate life, both academically and as a member of the college community.

1.7.1 Strategic Plan Relationship Narrative

3.4 Community Service

1.8 Operational Budget Implications

Additional cost of supplies, maintenance and utility costs.

1.9 Personnel Budget Implications

Enrollment Coordinator

1.10 Equipment Budget Implications

Classroom and office computers and classroom chairs and desks

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

Successfully renovated Palestine workforce center and began TDCJ in-service training during the late spring 2016 semester.

1.13 Changes as a Result of Evaluation

2 Goal

2.1 Outcome Description

Develop a new curriculum and format for PYSC 1300/EDUC 1300 Learning Frameworks to be taught on a trial basis and fully implemented as part of the QEP

2.2 Implementation Strategy

Revise the Learning Framework course with new learning outcomes and assessment rubrics, develop a revised course syllabus, provide faculty training on teaching the course, implement and assess a pilot program offering the course to students, and establish a policy for full implementation requiring students to take the course prior to 15 semester credit hours at TVCC.

2.3 Assessment Method

Revised Learning Framework course syllabus, teacher training for those teaching the course, a pilot program offering enrollment for students, assessment of pilot program for course improvement, and establishment of a policy requiring the course to be taken by students prior to obtaining 15 semester credit hours at TVCC.

2.4 Criterion (Expected Outcome)

Students will enroll in the revised Learning Framework course and will increase their opportunity for academic success.

2.5 Relationship to the Quality Enhancement Plan (QEP)

Reading & Student Engagement

2.5.1 Narrative of the relationship to the QEP

The learning framework course will be developed and implemented as part of the QEP designed to provide greater opportunity for student success.

2.6 Relationship to Unit Mission

2.7 Strategic Plan Relationship - LINK to selection

1.2 Student Success

2.7.1 Strategic Plan Relationship Narrative

The goal of this outcome is to increase the course completion and graduation rates for students.

2.8 Strategic Plan Relationship - LINK to selection

1.3 Academic Success

2.8.1 Strategic Plan Relationship Narrative

1.3.1 Increase the number of graduates in associate degrees

1.3.8 Increase course completion rates in academic education courses

2.9 Operational Budget Implications

- (1). Stipends for faculty revising and developing Learning Framework courses
- (2). Cost of additional sections of Learning Framework classes offered.

2.10 Personnel Budget Implications

None at this time

2.11 Equipment Budget Implications

None

2.12 Personal Notes

2.13 Results/Findings (Data Summary - Analysis & Evaluation)

QEP curriculum committee has developed a curriculum for the learning framework course. This coordinated effort has helped to shape the TVCC QEP.

2.14 Changes as a Result of Evaluation

Based upon pilot results of existing learning framework curriculum, QEP curriculum committee has revised the initial curriculum to focus on measures of student success including GRIT, time management, study skills, etc. An ongoing pilot is continuing to further evaluate the curriculum in the midst of the QEP proposal.

3 Goal

Implement legislation from the 84th Texas legislative session concerning HB 1583 - Relating to block scheduling for certain associate degree and certificate programs at public junior colleges. This bill will require block scheduling for at least 5 programs in the allied health, nursing, career and technology associate degree or certificate programs not previously offered as a block schedule. THECB will distribute the rules regarding this law this year for college implementation beginning in the fall of 2016 and TVCC will be in compliance.

3.1 Outcome Description

The outcome is to increase completion and graduation rates for students seeking workforce certificates and/or degrees.

Approximately one-half of all college students in Texas attend school part-time while they work to help pay for school, and this is especially true at two-year institutions that offer associate degrees and specialty certificate programs. Because part-time students lack predictability in their school schedule, it is difficult for them to accommodate work schedules, child care, and other obligations. The decision between taking a class and working often leads to slower completion rates, and many times the student does not finish the degree at all.

3.2 Implementation Strategy

Designated workforce programs will develop potential block schedules for programs across multiple campuses, initiating rules provided by the THECB. Final approval will come through division chairs, the AVP for Workforce Education and the Vice President of Instruction. Decisions will need to be made prior to the completion of the fall, 2016 course schedule.

3.3 Assessment Method

Designated workforce departments will develop potential block schedules for selected programs across multiple campuses, initiating rules provided by the THECB. Final approval will come through division chairs, the AVP for Workforce Education and the Vice President of Instruction. Decisions will need to be made prior to the completion of the fall, 2016 course schedule.

3.4 Criterion (Expected Outcome)

Approval of five program areas for block schedules by the THECB

3.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

3.5.1 Narrative of the relationship to the QEP

3.6 Relationship to Unit Mission

3.7 Strategic Plan Relationship - LINK to selection

1.4 Workforce Success

3.7.1 Strategic Plan Relationship Narrative

5.1.4 **Workforce Success** by increasing enrollment, graduation, and/or professional licensure rates for those students enrolled in block scheduled programs.

3.8 Operational Budget Implications

No additional institutional budgeting is anticipated.

3.9 Personnel Budget Implications

No additional institutional budgeting is anticipated.

3.10 Equipment Budget Implications

No additional institutional budgeting is anticipated.

3.11 Personal Notes

3.12 Results/Findings (Data Summary - Analysis & Evaluation)

TVCC is in compliance with HB 1583 relating to block scheduling.

3.13 Changes as a Result of Evaluation

Discussions with advisory boards and workforce program administrators/division chairs on improving ways to serve students will continue. Focus on creating schedules that provide flexibility for student needs will continue.

Community/Public Service

Program Name: 3.3.1.5 Dean of Continuing and Workforce Education Division
Program Cycle: #3 9/1/15 to 8/31/16

1 Goal Continuing and Workforce Education-1

Employ a second full time Medical/Nursing Assistant instructor to reduce the number of needed part time instructors.

(21 part time instructors were hired to instruct 2014-2015 Medical/Nursing Assistant courses.)

1.1 Outcome Description

Decrease the number of required part time Medical/Nursing Assistant instructors required to meet enrollment needs.

1.2 Implementation Strategy

1. Create a job description for a new instructor. Divide the Medical/Nursing Assistant curriculum into silos of training with: (1) Nurse Aide training and pharmacology as one base silo for one full time instructor and (2) Phlebotomy and Procedures in clinical settings as a base silo for a second full time instructor. (Other courses to be divided among full time and part time instructors.) 2. Document the need for additional instructional personnel. Present the 2014-2015 student and course load situation to upper administration for consideration of an additional full time medical instructor. (Example: 200 adult enrollments and 160 high school student enrollments in Medical/Nursing Assistant Level 1 certificate courses.) 3. If approved, search for an employee to become an instructor who will become a part of the Continuing and Workforce Education Department team. Criteria for employment: (1) a minimum of two years of professional medical experience, (2) experience in teaching and/or training, (3) experience in working with a team. 4. Facilitate the employment and scheduling of a second full time instructor, if approved. 5. Plan for new instructor mentoring as a team member, if approved

1.3 Assessment Method

Does TVCC Board of Trustee's meeting minutes document the approval of a second full time Medical/Nursing Assistant instructor. (yes or no)

1.4 Criterion (Expected Outcome)

A new full time Medical/Nursing Assistant instructor will be employed by the beginning of the fall semester of 2015.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

1.5.1 Narrative of the relationship to the QEP

The hiring of full time instructional staff supports all of Learning Initiatives, but a Medical/Nursing Assistant Instructor is not directly related to the instruction of reading or the leadership of student engagement.

1.6 Relationship to Unit Mission

Departmental Mission: To provide quality workforce skills training, professional continuing education and personal enrichment opportunities to meet the educational needs of citizens of the TVCC service deliver area.

The employment of an additional full time Medical/Nursing Assistant Instructor supports the training needs of the TVCC service delivery area as evidenced by the enrollment data.

1.7 Strategic Plan Relationship - LINK to selection

1.5 Learning Resources

1.7.1 Strategic Plan Relationship Narrative

Adding professional full time Medical/Nursing Assistant instructional staff provides learning resources for the Continuing and Workforce Education Department to meet the needs of the community with both credit and non-credit

skill trainees to become successful workforce employees.

1.8 Operational Budget Implications

The operational/instructional budget cost of a full time Medical/Nursing Assistant Instructor will be minimal since the equipment and supplies are currently needed for the part time instructors teaching the courses.

1.9 Personnel Budget Implications

The cost of a full time Medical/Nursing Assistant Instructor will cost between \$40,000 and \$60,000 per year.

1.10 Equipment Budget Implications

The equipment budget costs for a full time Medical/Nursing Assistant instructor will be minimal since the equipment and supplies are currently needed for the part time instructors teaching the courses.

1.11 Personal Notes

No personal note needed

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

A new full time Medical/Nursing Assistant instructor was hired to begin in fall 2015.

1.13 Results/Findings (Data Summary - Analysis & Evaluation)

No additional data collected or needed

1.14 Changes as a Result of Evaluation

The number of part time Medical/Nursing Assistant instructors for fall 2015 (and going forward) has been reduced to meet the expected goal outcome.

Changes from part-time instructor to full time instructor were made in these courses:

- NURA 1160 - clinical for Nurse Aide
- PLAB 1323 - Phlebotomy (2 sections)
- MDCA 1317- Procedures in a Clinical Setting
- NURA 1307 - Body Systems

1.15 Changes as a Result of Evaluation

5 fewer part time Medical/Nursing Assistant instructors were hired for fall 2015.

2 Goal Continuing and Workforce Education - 2

Develop Workforce Marketable Skills Award in Medical/Nursing Assistant Program. (Note: This is a continuance for the 2014-2015 goal.)

2.1 Outcome Description

Develop a Workforce Marketable Skills Award in "Nursing Assistant" to facilitate: (1) entry level medical students who seek nurse aide training, but who may not be interested in seeking the Nurse Aide Certification provided by the Texas Department of Aging and Disability Services to work in nursing homes, and (2) to provide a TVCC alternative nurse aide training pathway for ISD nurse aide training to meet the criteria set up to full fill Texas House Bill 5 requirements.

2.2 Implementation Strategy

Select the basic 9 college credits (and equivalent non-credit training hours) to comprise the Nursing Assistant Marketable Skills Award.

2.3 Assessment Method

Was the Nursing Assistant Marketable Skills Award developed and submitted for approval by the advisory committee and TVCC upper administration. (yes or no)

2.4 Criterion (Expected Outcome)

The Workforce Marketable Skills Award will: (1) be developed as a proposal by departmental staff, (2) evaluation of the proposal and subsequent approval will be sought from the advisory committee, (3) if approved by the advisory committee, it will be presented to upper level administration for approval, and (4) it will be published for student application and awards.

2.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

2.5.1 Narrative of the relationship to the QEP

A Marketable Skills Award is related to both student engagement and reading indirectly, but it is not proposed to be structured to directly provide resources or instruction for either.

2.6 Relationship to Unit Mission

Departmental Mission: To provide quality workforce skills, training, professional continuing education and personal enrichment opportunities to meet the educational needs of citizens of the TVCC service delivery area.

This development of a Nursing Assistant Marketable Skill Award meets these needs: (1) the need of entry level medical students seeking employment as a nurse aide but not seeking work in the nursing home industry that requires the State of Texas CNA certification, and (2) the need of area ISDs who have students who wish to train as nurse aides as part of Texas House Bill 5 requirements, but who do not choose to take the State of Texas CNA certification exam for employment in the nursing home industry.

2.7 Strategic Plan Relationship - LINK to selection

1.4 Workforce Success

2.7.1 Strategic Plan Relationship Narrative

A Workforce Marketable Skills Award in Nursing Assistant offered as a non-credit or credit training will provide quality training/education for successful employment for needed entry level medical skills for currently unserved potential adult and high school students.

2.8 Operational Budget Implications

None – the courses are already offered.

2.9 Personnel Budget Implications

None – the courses are already offered.

2.10 Equipment Budget Implications

None – the courses are already offered.

2.11 Personal Notes

No personal notes needed

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

TVCC did hire a second full time Medical/Nursing Assistant instructor to begin work in the fall semester of 2015.

2.13 Changes as a Result of Evaluation

The email survey "tool/process" will be used regularly as a part advisory committee process.

3 Goal Continuing and Workforce Education - 3

Continuance of 2014-2015 goal –

Development of the Medical/Nursing Assistant Advisory Committee.

Develop a process of medical community leadership input into the advisory committee process that facilitates a voice in decision making but does not require the attendance of a representative at the committee meeting.

3.1 Outcome Description

Develop a survey, evaluation, and leadership response tool for medical leaders who cannot attend scheduled committee meetings. This would specifically target medical organizations supporting departmental externship and clinical experiences who have first hand knowledge of the knowledge and skills of Medical/Nursing Assistant students.

3.2 Implementation Strategy

- 1. Departmental coordinators and Medical/Nursing Assistant instructors will work to develop a tool for “advisory” input from medical leaders who cannot attend committee meetings.**
- 2. Provide the “advisory tool/process” to the 2015-2016 Medical/Nursing Assistant advisory committee for consideration and approval.**

3.3 Assessment Method

Was a “tool/process” developed by the departmental and instructional staff? (yes or no)
Was the “tool/process” approved by the Medical/Nursing Assistant Advisory Committee?

3.4 Criterion (Expected Outcome)

A tool for professional input will be development and put into place to be used in the 2016-2017 advisory committee process.

3.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

3.5.1 Narrative of the relationship to the QEP

The advisory committee process supports and enhances these learning initiatives, but does not directly involve the instruction of reading or the leadership of student engagement.

3.6 Relationship to Unit Mission

Departmental Mission: To provide quality workforce skills training, professional continuing education and personal enrichment opportunities to meet the educational needs of citizens of the TVCC service area.

The advisory committee process is direct leadership from the citizens and workforce community to help TVCC to focus on the identified workforce needs in the service area.

3.7 Strategic Plan Relationship - LINK to selection

1.4 Workforce Success

3.7.1 Strategic Plan Relationship Narrative

The advisory committee process supports the Continuing and Workforce Education Department to serve the community and to identify process, strategies and instruction that produce a successful workforce.

3.8 Operational Budget Implications

None

3.9 Personnel Budget Implications

None

3.10 Equipment Budget Implications

None

3.11 Personal Notes

yes - a "tool/process" was developed by the department to be used as a communication and survey tool with the Medical/Nursing Assistant advisory committee.

- An email survey addressing the advisory committee agenda items was developed.
- Advisory Committee members who cannot be in attendance at an advisory committee meeting can respond with their comments and votes.

3.12 Results/Findings (Data Summary - Analysis & Evaluation)

Yes - A "tool/process" was developed by the department to be used with the Medical/Nursing Assistant Advisory process.

- Developed an email response option to address advisory committee agenda items
- Committee members who cannot attend can submit their comments and votes via email.

3.13 Changes as a Result of Evaluation

The process was "field tested" when inquiring about advisory committee approval for a nono-credit phlebotomy Marketable Skill Award. The tool was successful. Written email responses are available to use during the regularly scheduled advisory committee meeting.

A meeting of the full advisory committee is not scheduled until late in the fall 2015/early 2016 spring semester.

Program Name: 3.3.1.5 Director of Adult Education Division
Program Cycle: #3 9/1/15 to 8/31/16

1 Goal

The principle goal for the adult basic and literacy education program is for adults to increase basic oral and written communication skills that lead to proficiency in English, a credential, or employment.

1.1 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.

1.2 Implementation 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.

1.3 Assessment 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.

1.4 Criterion (Expected Outcome)

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 (PY).

1.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

1.5.1 Narrative of the relationship to the QEP

Not related to Learning Initiative

1.6 Relationship to Unit Mission

Trinity Valley Community College's Adult Education Program strives to provide an environment for assisting students in being persistent in developing their educational and employment goals. Our mission is to elevate every student's quality of life through education and employment.

1.7 Strategic Plan Relationship - LINK to selection

1.1 Student Engagement - Increase student engagement in collegiate life, both academically and as a member of the college community.

General Outcomes Links

General Education	Old - do not use - General Education	Trinity Valley Community College has established ten general education goals which specify knowledge and skills that students should gain from completing courses in the various component areas of the core curriculum.
Oral and Written Communication		To communicate clearly and effectively in both oral and written English, focusing on interpretation and expression of ideas through written, oral, and visual communication.

1.7.1 Strategic Plan Relationship Narrative

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.

1.8 Operational Budget Implications

100% grant funded/budgeted through Texas Workforce Commission Adult Education and Literacy grant AEFLA.

1.9 Personnel Budget Implications

100% grant funded/budgeted through Texas Workforce Commission Adult Education and Literacy grant AEFLA.

1.10 Equipment Budget Implications

100% grant funded/budgeted through Texas Workforce Commission Adult Education and Literacy grant AEFLA.

1.11 Personal Notes

None

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

Based on 2015-2016 NRS Federal and TX State Performance Measures. TVCC AEL PY 2015 2016 outcomes:

Performance Level	Federal/State Goal	Actual
ABE Beginning Literacy	75%/75%	82%
ABE Beginning Basic	63%/63%	40%
ABE Intermediate Low	63%/63%	47%
ABE Intermediate High	56%/56%	44%
ASE Low	64%/64%	14%
ASE High	33%/33%	44%
ESL Beginning Literacy	64%/64%	54%
ESL Low Beginning	70%/70%	75%
ESL High Beginning	72%/72%	69%
ESL Low Intermediate	74%/74%	81%
ESL High Intermediate	64%/64%	67%
ESL Advanced	66%/66%	67%

1.13 Changes as a Result of Evaluation

New NRS and State performance measures published for Program Year 2016 2017

2 Goal

The principle goal for the adult basic and literacy education program is for adults to increase basic numeracy skills that lead to proficiency in Math, a credential, or employment.

2.1 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.

2.2 Implementation 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.

2.3 Assessment 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.

2.4 Criterion (Expected Outcome)

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(PY).

2.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

2.5.1 Narrative of the relationship to the QEP

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 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.

2.6 Relationship to Unit Mission

Trinity Valley Community College's Adult Education program strives to provide an environment for assisting students in being persistent in developing their educational and employment goals. Our mission is to elevate every student's quality of life through education and employment.

2.7 Strategic Plan Relationship - LINK to selection

1.1 Student Engagement - Increase student engagement in collegiate life, both academically and as a member of the college community.

General Outcomes Links

General Old - do not Trinity Valley Community College has established ten general education goals

Education use - General Education which specify knowledge and skills that students should gain from completing courses in the various component areas of the core curriculum.

Empirical and Quantitative Skills Students will be able to manipulate and analyze numerical data or observable facts and create informed conclusions.

2.7.1 Strategic Plan Relationship Narrative

By introducing the student to numerical data in all of the prescribed areas, the student will understand numeric 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 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.

2.8 Operational Budget Implications

100% grant funded/budgeted through Texas Workforce Commission Adult Education and Literacy grant AEFLA.

2.9 Personnel Budget Implications

100% grant funded/budgeted through Texas Workforce Commission Adult Education and Literacy grant AEFLA

2.10 Equipment Budget Implications

100% grant funded/budgeted through Texas Workforce Commission Adult Education and Literacy grant AEFLA.

2.11 Personal Notes

None

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

Based on 2015-2016 NRS Federal and TX State Performance Measures. TVCC AEL PY 2015 2016 outcomes:

Performance Level	Federal/State	Actual
ABE Beginning Literacy	75%/75%	82%
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ESL Beginning Literacy	64%/64%	54%
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ESL High Beginning	72%/72%	69%
ESL Low Intermediate	74%/74%	81%
ESL High Intermediate	64%/64%	67%
ESL Advanced	66%/66%	67%

2.13 Changes as a Result of Evaluation

New NRS and State performance measures published for Program Year 2016 2017.

3 Goal

The principle goal for the adult basic and literacy education program is for adults to increase basic reading skills that lead to proficiency in English, a credential, or employment.

3.1 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. Skill 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.

3.2 Implementation 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.

3.3 Assessment 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.

3.4 Criterion (Expected Outcome)

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 (PY).

3.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Learning Initiative

3.5.1 Narrative of the relationship to the QEP

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.

3.6 Relationship to Unit Mission

Trinity Valley Community College's Adult Education Program strives to provide an environment for assisting students in being persistent in developing their educational and employment goals. Our mission is to elevate every student's quality of life through education and employment.

3.7 Strategic Plan Relationship - LINK to selection

1.1 Student Engagement - Increase student engagement in collegiate life, both academically and as a member of the college community.

General Outcomes Links

General Education	Old - do not use - General Education	Trinity Valley Community College has established ten general education goals which specify knowledge and skills that students should gain from completing courses in the various component areas of the core curriculum.
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Reading Comprehension To improve reading skills focused on comprehending, analyzing, interpreting, and evaluating printed materials.

3.7.1 Strategic Plan Relationship Narrative

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 art 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.

3.8 Operational Budget Implications

100% grant funded/budgeted through the Texas Workforce Commission Adult Education and Literacy grant AEFLA.

3.9 Personnel Budget Implications

100% grant funded/budgeted through the Texas Workforce Commission Adult Education and Literacy grant AEFLA.

3.10 Equipment Budget Implications

100% grant funded/budgeted through the Texas Workforce Commission Adult Education and Literacy grant AEFLA.

3.11 Personal Notes

None

3.12 Results/Findings (Data Summary - Analysis & Evaluation)

Based on 2015 2016 NRS Federal and TX State Performance Measures. TVCC AEL PY 2015 2016 outcomes:

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ESL Low Intermediate	74%/74%	81%
ESL High Intermediate	64%/64%	67%
ESL Advanced	66%/66%	67%

3.13 Changes as a Result of Evaluation

New NRS and State performance measures published for Program Year 2016 2017.

End of report