

TVCC 2017 Assessment Plan Report

Combined Educational and Administrative

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Academic Education

Program Name: ARTS.1301

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

ARTS 1301, Art Appreciation

1.1 Division-Department

Speech and Fine Arts - Art

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Demonstrate a knowledge of a new vocabulary and new ways of seeing/communicating about art

1.4.2 Learning Activities

Formal essays and/or presentation work which assesses the mechanics, structure, connection of content to the main topic, logic, and accuracy and/or depth of content. Presentation would require a final product in the form of a visual aid.

Flash card, discussion board, and/or structured game for which students are assessed based on participation within a group.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking Skills (CT): To include creative thinking, innovation,

Critical Thinking	inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4.4 Measure of Success

CT: Seventy-five percent of students who submit the report and execute a visual presentation will score of at least 12 on "Summary of a formal analysis of one of the artist's works using appropriate visual vocabulary."

CM: Seventy-five percent of students who submit the report and execute a visual presentation will achieve a combined score of at least 7 on "Basic biographical facts" and on "How the artist/work displays the major characteristics of art movement."

TW: Seventy-five percent of students who submit the report and execute a visual presentation will score at least 7 on the peer evaluation point average.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

The F2F Art Appreciation classes scored well in Critical Thinking, Communication, and Team work.

CT=92%
 COMM=96%
 TW=96%

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

Critical thinking is slightly below expectations. This is still after feedback was provided for an initial attempt. With the new Canvas LMS program, there may be opportunities to visually mark the students first attempt, rather than just provide textual feedback. This may encourage the students to actually consider modifying their second attempt based on recommendations.

1.4.5.4 Distance Learning: Analysis and Evaluation

Distance learning students performed well in Art Appreciation.

CT=86%
 COMM=96%
 TW=91%

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.6 Distance Learning: Description of Changes

Teamwork activities happen within the first few weeks of the semester and often frustrate the class members who feel that they are submitting work when others are not. If these activities are moved to week 5 or after, persons who are not working within the class will already be dropped. Hopefully, those

still in the class will submit Teamwork activities in a timely manner.

Critical thinking is slightly below expectations. This is still after feedback was provided for an initial attempt. With the new Canvas LMS program, there may be opportunities to visually mark the students first attempt, rather than just provide textual feedback. This may encourage the students to actually consider modifying their second attempt based on recommendations.

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Demonstrate an understanding of the importance of artists as recorders and contributors to history

1.5.2 Learning Activities

Formal essays and/or presentation work which assesses the mechanics, structure, connection of content to the main topic, logic, and accuracy and/or depth of content.

Mock interviews/newspaper reporting require students to use their imagination in formulating questions and answers which ask the artist to share their opinions and concerns about community, state, or national issues and needs as well as factual historical information found within the artwork

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.5.4 Measure of Success

SR: Seventy-five percent of students who submit the report and execute a visual presentation will score at least 7 on "If this artist were alive today, what issue would their art explore?"

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

The F2F Art Appreciation classes scored well in Critical Thinking, Communication, but the F2F instructor failed to measure Social Responsibility. However, she did provide an alternative activity for next semester. I have also instructed her to meet with September Kirk to discuss LEAPs as it pertains to her class.

CT=92%
COMM=96%
SR=No data

1.5.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.3 Description of Changes

Proposed changes to Social Responsibility: Students will research any new developments in relation to the assigned artists work, i.e., any recently discovered developments in attribution, methods, attribution to a different artist, etc. Students will incorporate this information into the presentation.

1.5.5.4 Distance Learning: Analysis and Evaluation

The distance learning classes achieved good success in CT: 86% and excellent success in COMM: 96%. They also performed well in their PR activity: 92%.

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.6 Distance Learning: Description of Changes

Proposed changes to Social Responsibility: Students will research any new developments in relation to the assigned artists work, i.e., any recently discovered developments in attribution, methods, attribution to a different artist, etc. Students will incorporate this information into the presentation.

Critical thinking is slightly below expectations. This is still after feedback was provided for an initial attempt. With the new Canvas LMS program, there may be opportunities to visually mark the students first attempt, rather than just provide textual feedback. This may encourage the students to actually consider modifying their second attempt based on recommendations.

Program Name: ARTS.1303

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

ARTS 1303, Art History I

1.1 Division-Department

Speech and Fine Arts - Art

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Analyze the relationship of art to history by placing works of art within cultural, historical, and chronological contexts.

1.4.2 Learning Activities

Formal essays and/or presentation work which assesses the mechanics, structure, connection of content to the main topic, logic, and accuracy and/or depth of content.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education (Use
for LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and

visual communication

1.4.4 Measure of Success

CT: Of the students who produce and present a portfolio, 80% will earn at least 80% of the points available for correctly identifying examples of artistic elements within the community.

CM: Of the students who produce and present a portfolio, 80% will earn at least 100% of the points available for effectively presenting their portfolio to the class.

1.4.5 Data Summary Art History

Art History was offered online only. The SLO success rate was low. The instructor made a change to the curriculum by requiring the students to create a Wiki page instead of a portfolio, which is more practical for a F2F class instead of online. More changes may need to be made to increase student success in this class.

1.4.5.1 Analysis and Evaluation

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

1.4.5.4 Distance Learning: Analysis and Evaluation

There were two Art History classes offered, one in the fall and one in the spring. The fall class was very small (15) while the spring class was quite large (44). While one would assume that the smaller class would outperform the larger class, this is not always the case in an online class. The smaller class reported unsatisfactory numbers, but the larger class pulled up the average with its better performance.

CT= 80%

COMM= 86%

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Online Wiki (in Blackboard) visible to class, rather than a portfolio, since class does not meet in person. Art/architecture examples from a global catalog rather than the limited resources of rural Texas communities.

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Identify various artists, their styles, and the time period in which they lived

1.5.2 Learning Activities

Formal essays and/or presentation work which assesses the mechanics, structure, connection of content to the main topic, logic, and accuracy and/or depth of content. One component of the essay could explore the artists contribution to the needs of his/her community, state, or nation. Presentation

would require a final product in the form of a visual aid. Flash card, discussion board, and/or structured game for which students are assessed based on participation within a group

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
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1.5.4 Measure of Success

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

1.5.5 Data Summary

Teamwork is challenging in an online class. The instructor, however, was creative in creating a Wiki page where the students could collaborate. In this case, still only 43% of the students were successful in participating in the team project.

1.5.5.1 Analysis and Evaluation

1.5.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.3 Description of Changes

1.5.5.4 Distance Learning: Analysis and Evaluation

Eighty-four percent of the students were able to achieve success in the Teamwork portion of the rubric.

These criteria are difficult or impossible to achieve in an online setting. Students are not all located in communities that contain sufficient examples of art/architecture relevant to the course. The existing portfolio activity is also not at a college level. I've prepared a revised activity that can accomplish the overall goals of the LEAPs while being sufficiently challenging and accessible to distance learning students.

The Wiki Project involves each student selecting a work/theme/style of non-Western art, and creating page for it within the course. All students who choose a topic from within a particular culture or region are assigned to a group, and together they create an overview of that cultures art and style. By learning about non-Western cultures, students fulfill the social responsibility outcome. The Wiki format and group portion of the assignment allow for communication and teamwork in an online setting. Both stages of the project require critical thinking to successfully apply the concepts of elements, principles, and cultural context to the artworks.

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.6 Distance Learning: Description of Changes

The Wiki Project involves each student selecting a work/theme/style of non-Western art, and creating a page for it within the course. All students who choose a topic from within a particular culture or region are assigned to a group, and together they create an overview of that cultures art and style. By learning about non-Western cultures, students fulfill the social responsibility outcome. The Wiki format and group portion of the assignment allow for communication and teamwork in an online setting. Both stages of the project require critical thinking to successfully apply the concepts of elements, principles, and cultural context to the artworks.

1.6 Measured Outcome

1.6.1 Student Learning Outcomes

Demonstrate an understanding of the importance of artists as recorders and contributors to history.

1.6.2 Learning Activities

Formal essays and/or presentation work which assesses the mechanics, structure, connection of content to the main topic, logic, and accuracy and/or depth of content. Presentation would require a final product in the form of a visual aid.

Mock interviews/newspaper reporting require students to use their imagination in formulating questions and answers which ask the artist to share their opinions and concerns about community, state, or national issues and needs as well as factual historical information found within the artwork.

1.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
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1.6.4 Measure of Success

SR: Of the students who produce and present a portfolio, 80% will earn 100% of the points available for demonstrating their understanding of the artists connection to their communities.

1.6.5 Data Summary

The students who take Art History online are often at a distinct disadvantage. The SLO required that 80% of the students will earn 100% points for demonstrating their understanding of the artists' connection to their communities.

This class achieved the 80%.

1.6.5.1 Analysis and Evaluation

1.6.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.6.5.3 Description of Changes

1.6.5.4 Distance Learning: Analysis and Evaluation

The Art History students performed better in the Social Responsibility category than in any other. The students were to submitted a Wiki Entry and earn 100% of the points available for demonstrating their understanding of the artists connection to their communities cultures. Eighty-four percent of the students achieved this standard.

1.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.6.5.6 Distance Learning: Description of Changes

The Wiki Project involves each student selecting a work/theme/style of non-Western art, and creating page for it within the course. All students who choose a topic from within a particular culture or region are assigned to a group, and together they create an overview of that cultures art and style. By learning about non-Western cultures, students fulfill the social responsibility outcome. The Wiki format and group portion of the assignment allow for communication and teamwork in an online setting. Both stages of the project require critical thinking to successfully apply the concepts of elements, principles, and cultural context to the artworks.

Program Name: ARTS.1304

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

ARTS 1304, Art History II

1.1 Division-Department

Speech and Fine Arts - Art

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Analyze the relationship of art to history by placing works of art within cultural, historical, and chronological contexts

1.4.2 Learning Activities

Formal essays and/or presentation work which assesses the mechanics, structure, connection of content to the main topic, logic, and accuracy and/or depth of content.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education (Use
for LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and

visual communication

1.4.4 Measure of Success

CT: Of the students who produce and present a portfolio, 80% will earn at least 80% of the points available for correctly identifying examples of artistic elements within the community.

CM: Of the students who produce and present a portfolio, 80% will earn at least 100% of the points available for effectively presenting their portfolio to the class.

1.4.5 Data Summary**1.4.5.1 Analysis and Evaluation**

No Art History classes fall 2016 or spring 2017. No data.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes**1.4.5.4 Distance Learning: Analysis and Evaluation****1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation**

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

1.5 Measured Outcome**1.5.1 Student Learning Outcomes**

Identify various artists, their styles, and the time period in which they lived.

1.5.2 Learning Activities

Formal essays and/or presentation work which assesses the mechanics, structure, connection of content to the main topic, logic, and accuracy and/or depth of content. One component of the essay could explore the artists contribution to the needs of his/her community, state, or nation. Presentation would require a final product in the form of a visual aid.

Flash card, discussion board, and/or structured game for which students are assessed based on participation within a group

1.5.3 Required General Education Outcome for this SLO (LINK to selection)*General Outcomes Links*

General Education (Use for LEAPs)	General Education Outcomes
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Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.5.4 Measure of Success

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

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

1.5.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.3 Description of Changes

1.5.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.6 Distance Learning: Description of Changes

Not applicable

1.6 Measured Outcome

1.6.1 Student Learning Outcomes

Demonstrate an understanding of the importance of artists as recorders and contributors to history

1.6.2 Learning Activities

Formal essays and/or presentation work which assesses the mechanics, structure, connection of content to the main topic, logic, and accuracy and/or depth of content. Presentation would require a final product in the form of a visual aid.

Mock interviews/Newspaper reporting require students to use their imagination in formulating questions and answers which ask the artist to share their opinions and concerns about community, state, or national issues and needs as well as factual historical information found within the artwork.

1.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)**

General
Education
Outcomes

Social Responsibility

Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.6.4 Measure of Success

SR: Of the students who produce and present a portfolio, 80% will earn 100% of the points available for demonstrating their understanding of the artists connection to their communities.

1.6.5 Data Summary

1.6.5.1 Analysis and Evaluation

1.6.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.6.5.3 Description of Changes

1.6.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.6.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: BIOL.1406

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

BIOL 1406, General Biology for Science Majors I

1.1 Division-Department

Science and Mathematics - Biology

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Use critical thinking and scientific problem-solving to make informed decisions in the laboratory.

1.4.2 Learning Activities

Students will work in groups to prepare a written report analyzing the data given and answering questions given. The questions will cover solving problems, applying principles to a new situation, making corrections and generating alternative solutions. Papers will be graded for mechanics, structure, content, logic and accuracy. Teamwork will be evaluated on for participation, synthesis of work and sharing work.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4.4 Measure of Success

benchmarks 75%/ 70% will succeed

1.4.5 Data Summary

435 students from 21 sections of Biol 1406, representing 3 main campuses, two TDCJ units, and 4 high school campuses, were assessed. Percents of assessed students who were successful at reaching the benchmark 75% score, by Core Objective were:

COM - 76%

CT - 77%

EQR - 75%

TW - 89%

Those not available for assessment (probably an indication of the drop out rate) ranged from 12% for face-to-face students to 26% for internet students.

Only 1 instructor failed to report data for 1 section (a high school campus section).

For the 2 internet sections, with 71 students assessed, success rates for Core Objectives were:

COM - 85%

CT - 90%

EQR - 80%

TW - 89

The percentage of internet students who were not available for assessment was 26%

1.4.5.1 Analysis and Evaluation

The goal was exceeded in all Core Objectives. The success rate for assessed internet students was higher than that for assessed face to face students, but so was the rate at which they were not available for assessment (probable drop out rate).

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

Biology instructors want to use this early lab report assessment to motivate students to reach out to faculty and peers. Therefore, they will continue to use this early lab for assessment, but will raise the benchmark for the second time next year.

1.4.5.4 Distance Learning: Analysis and Evaluation

Goals were exceeded at impressive rates but the drop out rate was more than double for internet students (even early in the semester when this lab assessment is administered).

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.6 Distance Learning: Description of Changes

The higher drop out rate for distance learning students, may indicate a lessened perseverance when they face adversity. Student support services, PODS, and peer study groups are sometimes not perceived by distance learning students to be available to them. However, some distance learning students could take advantage of these aids and should be encouraged to do so. Additionally, the new Canvass platform for distance learning classes may help distance learning students realize that they can interact and help each other master the difficult material. Features embedded in the Canvass platform for the course may make it easier for faculty to help these students individually and in groups as well.

Program Name: BIOL.1407

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

BIOL 1407, General Biology for Science Majors II

1.1 Division-Department

Science and Mathematics - Biology

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Use critical thinking and scientific problem-solving to make informed decisions in the laboratory

1.4.2 Learning Activities

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

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills (CM): To include effective development,

Communication Skills	interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4.4 Measure of Success

Benchmarks 75%

Goals 70% reach benchmark

1.4.5 Data Summary

369 (293 face-to-face and 76 internet) students from 20 sections (17 face-to-face and 3 internet) were assessed. Success rates for each Core Objective were:

COM: 81% (overall), 74% (internet), 83% (face-to-face)

CT: 82% (overall), 70% (internet), 85% (face-to-face)

EQR: 84% (overall), 87% (internet), 83% (face-to-face)

TW: 88% (overall), 88% (internet), 88% (face-to-face)

These students represented the 2 main campuses and 4 of 5 high school campuses where Biol 1407 was offered. Only one instructor from 1 high school campus failed to report results.

The rates at which Biol 1407 students were unavailable for assessment (probably an indicator of the drop out rate) ranged from 13% for face-to-face students to 25% for internet students.

1.4.5.1 Analysis and Evaluation

All goals were exceeded. The results were closer for face-to-face and internet students than in Biol 1406. The rate at which students do not complete the assessment still appears to be much greater in internet classes.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

Biology faculty do not wish to change the choice of laboratory report (Natural Selection Lab Report) used for assessment (since it was changed this year), and the benchmark is already 75%. Biology faculty would choose to raise the benchmark only a small amount or perhaps set a higher goal for the percent of students assessed who succeed.

1.4.5.4 Distance Learning: Analysis and Evaluation

The percent of internet students assessed who succeeded in achieving the benchmark was lower than that for face-to-face students in COM and CT. But it was higher or the same in EQR and TW. Internet students were successful in meeting the percent goal for successful students. The drop out rate of 25% is high, but less than in many internet delivered courses.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.6 Distance Learning: Description of Changes

The higher drop out rate for distance learning students, may indicate a lessened perseverance when they face adversity. Student support services, PODS, and peer study groups are sometimes not

perceived by distance learning students to be available to them. However, some distance learning students could take advantage of these aids and should be encouraged to do so. Additionally, the new Canvass platform for distance learning classes may help distance learning students realize that they can interact and help each other master the difficult material. Features embedded in the Canvass platform for the course may make it easier for faculty to help these students individually and in groups as well.

Program Name: BIOL.1411

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

BIOL 1411, General Botany

1.1 Division-Department

Science and Mathematics - Biology

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Use critical thinking and scientific problem-solving to make informed decisions in the laboratory

1.4.2 Learning Activities

Students will work in groups to prepare a written report analyzing the data given and answering questions given. The questions will cover solve problems, apply principles to a new situation, make corrections and generate alternative solutions. Papers will be graded for mechanics, structure, content, logic and accuracy. Teamwork will be evaluated on for participation, synthesis of work and sharing work.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4.4 Measure of Success

Benchmarks 75%/ 70% achieve

1.4.5 Data Summary

Sixty two students from 5 sections of Biol 1411 were assessed for four Core Objectives: communication (COM), critical thinking (CT), empirical and quantitative reasoning (EQR), and teamwork (TW). 62/67 of students enrolled completed the assessment laboratory report. Success rates were:

COM: 80.6% of assessed

CT: 82.3% of assessed

EQR: 79% of assessed

TW: 93.5% of assessed

1.4.5.1 Analysis and Evaluation

Biol 1411 students assessed exceeded the achievement goal (70% successful) in all Core Objectives (COM, CT, EQR, and TW). The rates at which students were unavailable for assessment (due to having dropped the course or being absent for the assessment) was low for this course: 7.5%.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.3 Description of Changes

Biol 1411 faculty feel that this assessment of students' ability to use microscopes in the laboratory gives crucial data that is useful to them in designing and modifying subsequent laboratory experiences in Biol 1411. They also feel that success rates may vary considerably from year to year and that 75% is a good benchmark for success. They will recommend small group learning sessions with an instructor (called PODS) and/or student support services intervention for low performing students .

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable No distance learning sections of Biol 1411 were offered.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable No distance learning sections of Biol 1411 were offered.

Program Name: BIOL.1413

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

BIOL 1413, General Zoology

1.1 Division-Department

Science and Mathematics - Biology

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General	General
Education (Use	Education
for LEAPs)	Outcomes

Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Use critical thinking and scientific problem-solving to make informed decisions in the laboratory.

1.4.2 Learning Activities

Students work together in groups and divide and share measurement responsibilities using laboratory equipment and methods of scientific inquiry, to a laboratory experiment and report. Students will record the results of replicate quantitative measurements (tabular) and calculate averages to analyze the significance of their results and use written communication to explain the connection between their experimental content and the main topic of the experiment.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General	General
Education (Use	Education
for LEAPs)	Outcomes

Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4.4 Measure of Success

Benchmark 75%/goal 70% achieve

1.4.5 Data Summary

60 students from 5 sections of Biol 1413, representing 2 main campuses, were assessed. Success rates of assessed students for achieving the benchmark for Core Objectives were:

COM: 95%

CT: 93%

EQR: 81%

TW: 100%

The rate at which students were unavailable for assessment (a possible indicator of the drop-out rate) was 3%.

1.4.5.1 Analysis and Evaluation

All sections achieved the goal of having 70% of students assessed successful.

The rate at which students were not available for assessment was very low.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

Since Biol 1413 faculty will want to use a laboratory report to assess the Core Objectives again next year, they may change which report is assessed. Or they could raise the benchmark and/or the goal for a percent of students who achieve the benchmark.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable No distance learning sections were offered.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes

Not applicable No distance learning sections of Biol 1413 are planned.

Program Name: BIOL.2401

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

BIOL 2401, Human Anatomy and Physiology I

1.1 Division-Department

Science and Mathematics - Biology

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Appropriately utilize laboratory equipment, such as microscopes, dissection tools, general lab ware, physiology data acquisition systems, and virtual simulations.

1.4.2 Learning Activities

Students will participate together in groups to apply the principles of microscopy functionally to the parts of the microscopes and their relationship to relative magnification, resolution, inversion, depth of field, focal plane, and contrast. Students will divide and share equally quantitative measures to demonstrate the relationship between microscopic samples analyzed in lab. Students will produce a final written portfolio (lab report) answering written questions that assess the connection of the content with the main topic and assess the accuracy of the analysis.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4.4 Measure of Success

Benchmark 70%/ goal 70% achieve

1.4.5 Data Summary

505 students, from 26 sections of Biol 2401, representing 3 main campuses and 1 high school campus were assessed for four Core Objectives: Communication (COM), Critical Thinking (CT), Empirical & Quantitative Reasoning (EQR) and Teamwork (TW). 161/666 of students (approximately 24%) were not available for assessment because they had dropped the course or were absent and unavailable for the assessment. For distance learning students, 77/172 (44.8%) were not available for assessment because they had dropped the course.

Overall success rates for assessed students for each Core Objective were:

COM: 70%

CT: 64%

EQR: 70%

TW: 90%

For distance learning students, success rates for assessed students were:

COM: 59%

CT: 80%

EQR: 89%

TW: 78%

1.4.5.1 Analysis and Evaluation

Goals were met for COM and EQR. The goal was exceeded for TW. The goal was not met for CT.

24% is a high drop out rate, but is normal in Biol 2402. Anatomy and Physiology is difficult and is a course where students who are going to study to be nurses predominate. These students are very aware that they must be very successful at this course material in order to succeed in nursing school.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.3 Description of Changes

Student study groups, student support services tutoring, and faculty led study groups (called PODS) are already in place and will be emphasized for low performing students. Such support should also help lower the drop out rate.

1.4.5.4 Distance Learning: Analysis and Evaluation

44.8% is a high drop out rate, but the combination of a difficult course where students feel they must master the material, the fact that pre-nursing students take this course early in their college experience, and distance learning restrictions on peer tutoring and interaction contribute to making this result expected if not accepted by faculty.

Success rates for distance learning sections are higher in CT and EQR, but lower in COM and TW

than for all Biol 2401 students. Distance learning students were not successful at meeting the goal of 70% successful for COM, but exceeded the goal for CT, EQR, and TW.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.6 Distance Learning: Description of Changes

Student support services, PODS, and peer study groups are sometimes not perceived by distance learning students to be available to them. However, some distance learning students could take advantage of these aids and should be encouraged to do so. Additionally, the new Canvass platform for distance learning classes may help distance learning students realize that they can interact and help each other master the difficult material. Features embedded in the Canvass platform for the course may make it easier for faculty to help these students individually and in groups as well.

Program Name: BIOL.2402

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

BIOL 2402, Human Anatomy and Physiology II

1.1 Division-Department

Science and Mathematics - Biology

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

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

1.4.2 Learning Activities

Students will participate together in teams to produce a written case study analysis to solve a problem (pathology) and provide justification for their solution. Students will identify the essential information (key signs and symptoms) for solving the problem. Students will use quantitative measures to produce a timeline of the pathology and possible treatments and outcomes. The written presentation will assess the accuracy and depth of content of the analysis and assess the logic of their conclusions. Students will anonymously assess team members on their ability to divide tasks and share equally within the group.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use	General Education
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for LEAPs)	Outcomes
Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4.4 Measure of Success

benchmark 80%/goal is 70% achieve

1.4.5 Data Summary

278 students from 18 sections of Biol 2402, representing 3 main campuses and 1 high school campus, were assessed for the Core Objectives Communication (COM), Critical Thinking (CT), Empirical & Quantitative Reasoning (EQR), and Teamwork (TW). Success rates for each Core Objective were:

COM: 81% of students assessed

CT: 87% of students assessed

EQR: 82% of students assessed

TW: 84% of students assessed

Included in these results, four distance learning sections with 65 students were assessed. Success rates for each Core Objective for distance learning students were:

COM: 94% of students assessed

CT: 91% of students assessed

EQR: 94% of students assessed

TW: 79% of students assessed

The drop out rate for all students was 93/371 or approximately 25%.

The drop out rate for distance learning students was 43/108 or approximately 40%.

1.4.5.1 Analysis and Evaluation

Assessed students exceeded the goal for all Core Objectives in both face to face and distance learning classes of Biol 2402.

Overall drop out rates were high at 25%.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.3 Description of Changes

Student support services, PODS (study groups with an instructor), and peer study groups can be very helpful for Biol 2402 students. .

1.4.5.4 Distance Learning: Analysis and Evaluation

Distance learning students exceeded the success goal for assessed students in all Core Objectives. They had higher success rates in COM, CT, and EQR but slightly lower success rates in TW than face to face students.

The 40% drop out rate seems very high for a second Anatomy & Physiology course but it is a difficult course and students do not feel that they can tolerate low grades in this pre-nursing course.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.6 Distance Learning: Description of Changes

Student support services, PODS, and peer study groups are sometimes not perceived by distance learning students to be available to them. However, some distance learning students could take advantage of these aids and should be encouraged to do so. Additionally, the new Canvass platform for distance learning classes may help distance learning students realize that they can interact and help each other master the difficult material. Features embedded in the Canvass platform for the course may make it easier for faculty to help these students individually and in groups as well.

Program Name: BIOL.2404

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

BIOL 2404, Introduction to Human Anatomy and Physiology

1.1 Division-Department

Science and Mathematics - Biology

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Appropriately utilize laboratory equipment, such as microscopes, dissection tools, general lab ware, physiology data acquisition systems, and virtual simulations.

1.4.2 Learning Activities

Students will participate together in groups to apply the principles of microscopy functionally to the parts of the microscopes and their relationship to relative magnification, resolution, inversion, depth of field, focal plane, and contrast. Students will divide and share equally quantitative measures to demonstrate the relationship between microscopic samples analyzed in lab. Students will produce a final written portfolio (lab report) answering written questions that assess the connection of the content with the main topic and assess the accuracy of the analysis.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4.4 Measure of Success

Benchmark 75%/Goal 70%

1.4.5 Data Summary

118 students from 9 sections of Biol 2404, representing 3 main campuses, were assessed. Success rates for all assessed students in the Core Objectives were:

COM : 77%

CT: 83%

EQR: 82%

TW: 89%

Included within these results, 60 distance education students from 6 sections of Biol 2404 were assessed. Success rates for distance education assessed students in the Core Objectives were:

COM: 92%

CT: 98%

EQR: 92%

TW: 90%

The drop out rate for all students was 81/199 or approximately 41%.

The drop out rate for distance education students was 58/118 or approximately 49%.

1.4.5.1 Analysis and Evaluation

Students assessed exceeded the goals for all Core Objectives.

Face to face students assessed taken alone did not meet the goal in COM or CT, but distance learning students assessed far exceeded the goal for all Core Objectives.

The drop out rate for all students was 41%.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.3 Description of Changes

Student support services, PODS (small study groups with an instructor), and peer study groups could help lower the high drop out rate. Though it's expected it is not acceptable to Biol 2404 faculty.

1.4.5.4 Distance Learning: Analysis and Evaluation

Distance learning assessed students far exceeded the goals for all Core Objectives. They had higher success rates than the overall population of Biol 2404 assessed students for all Core Objectives. But they also had a higher drop out rate at 49% versus 28% for face to face students.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.6 Distance Learning: Description of Changes

Student support services, PODS, and peer study groups are sometimes not perceived by distance learning students to be available to them. However, some distance learning students could take advantage of these aids and should be encouraged to do so. Additionally, the new Canvass platform for distance learning classes may help distance learning students realize that they can interact and help each other master the difficult material. Features embedded in the Canvass platform for the course may make it easier for faculty to help these students individually and in groups as well.

Program Name: BIOL.2420

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

BIOL 2420, Microbiology for Non-Science Majors

1.1 Division-Department

Science and Mathematics - Biology

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Demonstrate proficient use of a compound light microscope.

1.4.2 Learning Activities

Students will work in groups to prepare a written report analyzing the data given and answering questions given. The questions will cover solving problems, applying principles to a new situation, making corrections and generating alternative solutions. Papers will be graded for mechanics, structure, content, logic and accuracy. Teamwork will be evaluated on for participation, synthesis of work and sharing work.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4.4 Measure of Success

Benchmark: 80%

Goal is 80% achieve benchmark

1.4.5 Data Summary

236 students (158 face-to-face and 78 online) from 11 sections (9 face-to-face and 2 online), representing all 3 main campuses were assessed. Success rates for students assessed in each Core Objective were:

COM: 72% overall, 72% face-to-face, 73% online

CT: 81% overall, 77% face-to-face, 89% online

EQR: 78% overall, 76% face-to-face, 84% online

TW: 84% overall, 85% face-to-face, 82% online

The rates at which students were unavailable for assessment varied. They were:

COM: 20% overall, 22% face-to-face, 19% online

CT: 17% overall, 19% face-to-face, 13% online

EQR: 17% overall, 19% face-to-face, 13% online

TW: 17% overall, 19% face-to-face, 13% online

1.4.5.1 Analysis and Evaluation

Because the Microscopy Lab Report should have found students in their third difficult Biology class well able to succeed, the benchmark was set high at 80% and the goal of 80% of students successful was also high. One instructor thinks that the benchmark was too high and that other instructors may have mistakenly not used this benchmark in assessing students. Biology faculty need to evaluate whether this could be true.

Overall Biol 2420 students achieved the % successful goal for CT and TW but did not for COM or EQR - though they were relatively close for EQR.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

The Biol 2420 faculty will vote on whether to change the benchmark and on whether the percent goal for successful students should change.

1.4.5.4 Distance Learning: Analysis and Evaluation

Online sections were reported to be successful in CT, EQR and TW. They were reported unsuccessful at meeting the goal of 80% student success in COM.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes

The benchmark may decrease or the percent goal for students achieving the benchmark may decrease if Biol 2420 vote for this. Further analysis and discussion is needed as to whether faculty looked at the benchmark or assumed some other benchmark.

Program Name: BIOL.2421

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

BIOL 2421, Microbiology for Science Majors

1.1 Division-Department

Science and Mathematics - Biology

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Provide examples of the impact of microorganisms on agriculture, environment, ecosystem, energy, and human health, including biofilms.

1.4.2 Learning Activities

Groups will produce a case study analysis. Presentation of historical background, data, and possible treatments. Students will work together in teams to produce a written case study analysis to solve a problem (pathology) and provide justification for their solution. Students will identify the essential information (key signs and symptoms) for solving the problem. Students will use quantitative measures to produce a timeline of the pathology and possible treatments and outcomes. The written presentation will assess the accuracy and depth of content of the analysis. As part of the Teamwork assessment, students will anonymously assess team members on their ability to divide tasks and share equally within the group. Instructors will use a rubric to assess each learning outcome for each student with Excellent, Acceptable, or Poor.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4.4 Measure of Success

Benchmark: Acceptable Goal/70% achieve

1.4.5 Data Summary

No sections of Biol 2421 were offered in this cycle.

1.4.5.1 Analysis and Evaluation

No sections of Biol 2421 were offered in this cycle.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

No sections of Biol. 2421 were offered in this cycle

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: CHEM.1405

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

CHEM 1405, Introductory Chemistry I

1.1 Division-Department

Science and Mathematics - Chemistry

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Conduct basic laboratory experiments with proper laboratory techniques.

1.4.2 Learning Activities

The student will work in small groups to carry out or conduct an experiment and evaluate the reasonableness of their results. An oral or written presentation will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed. The student will also be assessed on the synthesis of the project within the group.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills (CM): To include effective development,

Communication Skills	interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4.4 Measure of Success

1.4.5 Data Summary

165 students (69 internet and 96 face-to-face) from 7 sections of Chem 1405, representing all 3 main campuses which offer Chem 1405, were assessed. Success (where the success benchmark was 70%, which appears to have been omitted in section 1.4.4 above) rates of those assessed by Core objective were:

COM: 83% overall, 100% internet, 71% face-to-face

CT: 80% overall, 97% internet, 68% face-to-face

EQR: 96% overall, 97% internet, 94% face-to-face

TW: 84% overall, 100% internet, 80% face-to-face

The reported rates at which enrolled students were unavailable for assessment were strangely varied by Core Objective for internet students:

COM: 20% overall, 21% internet, 19% face-to-face

CT: 20% overall, 22% internet, 19% face-to-face

EQR: 18% overall, 16% internet, 19% face-to-face

TW: 40% overall, 69% internet, 19% face-to-face

1.4.5.1 Analysis and Evaluation

All goals (the goal was to have 70% of assessed students successful, as appears omitted in section 1.4.4 of this report) for assessed students were met.

The rate at which internet students were unavailable for assessment on the Core objective of teamwork is exceptionally high. Further, it is much higher than that for non-assessment of the other Core objectives. This may indicate that internet students either did not show teamwork or that they were not given a way to show teamwork.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

Raising the benchmark for success to 75% while leaving the success goal at 70% of students would be appropriate.

1.4.5.4 Distance Learning: Analysis and Evaluation

The rate at which enrolled internet students were unavailable for assessment on the Core objective of teamwork is exceptionally high (69%). Further, it is much higher than that for non-assessment of the other Core objectives. This may indicate that internet students either did not show teamwork or that they were not given a way to show teamwork. Yet 100% of the 28 internet students who were assessed for teamwork were rated successful.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes

100% success rate in the Core Objectives of COM and TW and 97% for CT and EQR certainly indicate that the benchmark should be raised.

However, the chemistry department also needs to look at why the non-assessment rate for teamwork was so high for internet students.

Program Name: CHEM.1406

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

CHEM 1406, Introductory Chemistry I (for Allied Health)

1.1 Division-Department

Science and Mathematics - Chemistry

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Conduct basic laboratory experiments with proper laboratory techniques.

1.4.2 Learning Activities

The student will work in small groups to carry out or conduct an experiment and evaluate the reasonableness of their results. An oral or written presentation will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed. The student will also be assessed on the synthesis of the project within the group.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
--	----------------------------------

Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Empirical and Quantitative Skills (EQS): To include the manipulation

Empirical and Quantitative Skills	and analysis of numerical data or observable facts resulting in informed conclusions
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4.4 Measure of Success

Benchmark 70%. Goal is 70% achieve benchmark.

1.4.5 Data Summary

No section of Chem 1406 was offered.

1.4.5.1 Analysis and Evaluation

No section of Chem 1406 was offered.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

No sections of Chem 1406 will be offered.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: CHEM.1407

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

CHEM 1407, Introductory Chemistry II

1.1 Division-Department

Science and Mathematics - Chemistry

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The student will apply scientific theories to analyze data collected in lab and report results in written form.

1.4.2 Learning Activities

The student will work in small groups to carry out or conduct an experiment and evaluate the reasonableness of their results. An oral or written presentation will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed. The student will also be assessed on the synthesis of the project within the group.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4.4 Measure of Success

Benchmark 70%. Goal is 70% reach benchmark.

1.4.5 Data Summary

4 students from one internet section were assessed.

Success rates by Core Objective were:

COM: 0%

CT: 0%

EQR: 0%

TW: 100%

All enrolled students were assessed.

1.4.5.1 Analysis and Evaluation

Goals were not met in COM, CT, or EQR. However, all students were successful at Teamwork. This does not make sense.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

Curricular changes are obviously needed if the course is to be offered again.

1.4.5.4 Distance Learning: Analysis and Evaluation

Goals were not met in COM, CT, or EQR. However, all students were successful at Teamwork. This does not make sense.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Curricular changes are obviously needed if the course is to be offered again.

Program Name: CHEM.1411

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

CHEM 1411, General Chemistry I

1.1 Division-Department

Science and Mathematics - Chemistry

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General	General
Education (Use	Education
for LEAPs)	Outcomes

Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Conduct basic laboratory experiments with proper laboratory techniques.

1.4.2 Learning Activities

The student will work in a small team or group to develop an oral or written presentation solving a problem or carrying out an experiment in which essential information is identified to connect and apply the learning objective to a new situation and evaluating the reasonableness of the solution.

Safely perform lab experiments in groups of 2 to 4 students.

Participation of each student in the lab experiment will be required.

Student will be required to analyze data and relate results to theory discussed in lecture.

Assessment will be based on the accuracy or depth of content/synthesis of the final project or performance and whether the team or group completed the problem.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General	General
Education (Use	Education

for LEAPs)	Outcomes
Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4.4 Measure of Success

Benchmark is 70%. Goal is 70% achieve benchmark.

1.4.5 Data Summary

136 students (55 internet, 81 face-to-face) from 9 sections of Chem 1411, representing all 3 main campuses that offer Chem 1411, were assessed. Success rates by Core Objective were:

COM: 93% overall, 100% internet, 89% face-to-face

CT: 90% overall, 100% internet, 83% face-to-face

EQR: 91% overall, 100% internet, 84% face-to-face

TW: 92% overall, 100% internet, 90% face-to-face

However, there are large variations by Core Objective in the rates at which enrolled students were unavailable for assessment. By Core Objective:

COM: 18% overall, 24% internet, 14% face-to-face

CT: 19% overall, 25% internet, 14% face-to-face

EQR: 16% overall, 18% internet, 14% face-to-face

TW: 43% overall, 81% internet, 14% face-to-face

1.4.5.1 Analysis and Evaluation

All goals were met. However, the data seems to indicate that either some internet students who were unsuccessful at teamwork were rated as "No data available" or perhaps no way was found to assess teamwork on the internet. Either is unacceptable.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

Raising the benchmark for success would allow the Chemistry Department to reassess this learning outcome.

1.4.5.4 Distance Learning: Analysis and Evaluation

All goals were met by assessed students.

However, the data seems to indicate that either some internet students who were unsuccessful at teamwork were rated as "No data available" or perhaps no way was found to assess teamwork on the internet. Either is unacceptable.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes

The data seems to indicate that either some internet students who were unsuccessful at teamwork were rated as "No data available" or perhaps no way was found to assess teamwork on the internet. Either is unacceptable.

Program Name: CHEM.1412

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

CHEM 1412, General Chemistry II

1.1 Division-Department

Science and Mathematics - Chemistry

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General	General
Education (Use	Education
for LEAPs)	Outcomes

Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Conduct basic laboratory experiments with proper laboratory techniques.

1.4.2 Learning Activities

Work in a small team or group to safely perform lab experiments in groups of 2 to 4 students.

Participation of each student in the lab experiment will be required.

Student will be required to analyze data and relate results to theory discussed in lecture.

The student will work in a small team or group to develop an oral or written presentation solving a problem or carrying out an experiment in which essential information is identified to connect and apply the learning objective to a new situation and evaluating the reasonableness of the solution.

Assessment will be based on the accuracy or depth of content or the final project or performance and whether the team or group completed the problem.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General	General
Education (Use	Education

for LEAPs)	Outcomes
Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4.4 Measure of Success

Benchmark is 70%. Goal is 70% achieve benchmark.

1.4.5 Data Summary

54 students (18 internet, 36 face-to-face) from 4 sections (1 internet, 3 face-to-face), representing all 3 main campuses which offer Chem 1412, were assessed. Success rates by Core Objective were:

COM: 100% overall, 100% internet, 100% face-to-face

CT: 100% overall, 100% internet, 100% face-to-face

EQR: 98% overall, 100% internet, 97% face-to-face

TW: 100% overall, 100% internet, 100% face-to-face

However, the rates at which enrolled students were unavailable for assessment vary widely by Core Objective:

COM: 5% overall, 0% internet, 8% face-to-face

CT: 5% overall, 0% internet, 8% face-to-face

EQR: 9% overall, 11% internet, 8% face-to-face

TW: 23% overall, 56% internet, 8% face-to-face

1.4.5.1 Analysis and Evaluation

This is a difficult class with small, committed enrollments. All goals were met by assessed students.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

The goals for percent successful students and the benchmark for success can both be raised.

1.4.5.4 Distance Learning: Analysis and Evaluation

All goals were met. However, the large variation in rates of assessment between Core Objectives doesn't make sense. Either enrolled students were unsuccessful at teamwork, but were marked as "no data available", or no way was found to assess more than half of the internet students for teamwork. Either result is unacceptable.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes

Either many enrolled students were unsuccessful at teamwork, but were marked as "no data

available", or no way was found to assess more than half of the internet students for teamwork. Either result is unacceptable.

The benchmark and the goal for a percentage of assessed students to be rated as successful should be raised.

Program Name: CHEM.2423

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

CHEM 2423, Organic Chemistry I

1.1 Division-Department

Science and Mathematics - Chemistry

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Utilize scientific tools such as glassware and analytical instruments to collect and analyze data.

1.4.2 Learning Activities

Students will work in groups to prepare a written report analyzing the data given and answering questions given. The questions will cover solve problems, apply principles to a new situation, make corrections and generate alternative solutions. Papers will be graded for mechanics, structure, content, logic and accuracy. Teamwork will be evaluated on for participation, synthesis of work and sharing work.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4.4 Measure of Success

Benchmark: 70%. Goal is 70% achieve benchmark.

1.4.5 Data Summary

13 students from one section of Chem 2423 were assessed. Success rates by Core Objective were:

COM: 92%

CT: 92%

EQR: 92%

TW: 100%

18% of enrolled students were unavailable for assessment.

1.4.5.1 Analysis and Evaluation

This is a specialized, rather elite class. High success rates are to be expected.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

A somewhat higher benchmark and a higher goal for a percent of students who will be successful is indicated.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable No distance learning section of Chem 2423 was offered.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes

Not applicable No distance learning section of Chem 2423 is planned.

Program Name: CHEM.2425

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

CHEM 2425, Organic Chemistry II

1.1 Division-Department

Science and Mathematics - Chemistry

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Utilize scientific tools such as glassware and analytical instruments to collect and analyze data.

1.4.2 Learning Activities

Students will work in groups to prepare a written report analyzing the data given and answering questions given. The questions will cover solving problems, applying principles to a new situation, making corrections and generating alternative solutions. Papers will be graded for mechanics, structure, content, logic and accuracy. Teamwork will be evaluated on for participation, synthesis of work and sharing work.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4.4 Measure of Success

Benchmarks: 70%. Goals: 70% achieve benchmark.

1.4.5 Data Summary

12 students from 1 section of Chem 2425 were assessed. Success rates by Core Objective were:

COM: 92%

CT: 92%

EQR: 92%

TW: 92%

All enrolled students were assessed.

1.4.5.1 Analysis and Evaluation

Success rates were high and all goals were met.

Having all enrolled students available for assessment (no drop outs) is impressive for this specialized elite class.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

Both the benchmark and the goal percent of successful students can be raised.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable No distance learning section of Chem 2425 was offered.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes

Not applicable No distance learning sections of Chem 2425 are planned.

Program Name: DEVL.0309

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

DEVL.0309, Beginning Algebra

1.1 Division-Department

College Readiness

1.2 Course Type

Academic General Education Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Empirical and Quantitative
Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

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

1.4.2 Learning Activities

Lectures, class discussions, examples, and homework assignments (usually online but also paper assignments) will be used to teach students to successfully solve linear equations.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Empirical and Quantitative
Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4.4 Measure of Success

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.

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.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

79% of our students achieved the goal, so it was successful. Particular focus is given on this vital skill, and we will continue to make it a priority. Comparable results were seen in both online and face to face classes.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

We will be changing our Master syllabi, and will use the new LEAP format to mirror those from credit math. We feel that aligning these will give us better data to compare to credit courses.

1.4.5.4 Distance Learning: Analysis and Evaluation

Our success rate online is 70%, which meets the goal, and compares well to face to face classes.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.6 Distance Learning: Description of Changes

As discussed earlier, we will be aligning our DEVL LEAPS to those in credit math.

Program Name: DEVL.0310

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

DEVL 0310, Intermediate Algebra

1.1 Division-Department

College Readiness

1.2 Course Type

Academic General Education Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Empirical and Quantitative
Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

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

successfully solve quadratic equations by factoring.

1.4.2 Learning Activities

Lectures, class discussions, examples, and online (or paper) homework assignments will be used to teach students to successfully solve quadratic equations by factoring.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Empirical and Quantitative
Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4.4 Measure of Success

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.

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.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

77% of our students succeeded on this task, so our goal was met.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

We will be aligning our new goals to those used in credit math.

1.4.5.4 Distance Learning: Analysis and Evaluation

Our online instructors reported zero students completing the goal. No explanation was given by the instructors.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.6 Distance Learning: Description of Changes

We will investigate the poor performance of these students, and hope that changing to the same criteria as credit math will give us more detailed data.

Program Name: DEVL.0316

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

DEVL.0316, Fundamentals of Mathematical Reasoning

1.1 Division-Department

College Readiness

1.2 Course Type

Academic General Education Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Empirical and Quantitative
Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

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

1.4.2 Learning Activities

Lectures, class discussions, examples, and homework assignments (usually online but also paper assignments) will be used to teach students to successfully solve linear equations.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Empirical and Quantitative
Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4.4 Measure of Success

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.

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.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

62% of our students were successful in meeting this goal.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

We will be using a completely new book and assignments for this course in the Fall semester.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: DRAM.1310

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

DRAM 1310, Introduction to Theater

1.1 Division-Department

Speech and Fine Arts - Drama

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Explain the relationship of theater to society as it relates to his/her perspective.

1.4.2 Learning Activities

Students will make connections between the various theater practitioners utilized in a theatrical production and present an argument for how effective they were in unifying the elements by writing a formal critique of the production.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
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1.4.4 Measure of Success

75% of students who submit at least one critique will score at least 80%, or earn 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 play.

1.4.5 Data Summary

Students enrolled in DRAM 1310, face-to-face sections, who attended and submitted a performance critique revealed their success in mastering acceptable performance in social responsibility. The F2F students excelled in SR (91%).

1.4.5.1 Analysis and Evaluation

Both the face-to-face and online classes exceeded the expected outcomes in all areas; however, the face-to-face Critical Thinking results are down significantly from last year. This is an area of concern. Social Responsibility, on the other hand, has improved significantly.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

"I may allow other types of performances to be reviewed, such as dance or concerts, to give more perspective of how Theatrical elements are utilized in other performing arts."

"May allow alternative performances since it is difficult for rural dual credit students to attend live theatrical performances."

1.4.5.4 Distance Learning: Analysis and Evaluation

The distance learning classes excelled in social responsibility by achieving 94%.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.6 Distance Learning: Description of Changes

"I may allow other types of performances to be reviewed, such as dance or concerts, to give more perspective of how theatrical elements are utilized in other performing arts."

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Develop criteria for accessing a theater productions effectiveness

1.5.2 Learning Activities

Students will make connections between the various theater practitioners utilized in a theatre production and present an argument for how effective they were in unifying the production by writing a formal critique of the production.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

1.5.4 Measure of Success

75% of students who submit a 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 theatrical vocabulary.

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

Critical thinking skills are needed to critically analyze the performance the students are required to attend as part of their Social Responsibility. Students will use Critical Thinking to provide bases for their opinions regarding the production. 70% of the students should score at least 75% of the possible points on a rubric that assesses the quality of their analysis and support for their opinions.

The F2F classes achieved an 83% success rate in Critical Thinking.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.3 Description of Changes

"Continue to clarify the guidelines for the critique. Possibly assign elements to be discussed instead of student choice."

"Im going to create a packet of examples for the production portion of the final project. I talk through and draw out examples in class, but I think because that part of the project can be very new to students it would be helpful to have a set of examples that they can take with them. I have also noticed that part of the final is what I receive the most questions about and it usually takes students a couple of class periods to get to those questions."

1.5.5.4 Distance Learning: Analysis and Evaluation

While the F2F classes did well in Critical Thinking, the online classes surpassed them by achieving a 90% success rate.

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.6 Distance Learning: Description of Changes

Continue to clarify the guidelines for the critique. Possibly assign elements to be discussed instead of student choice.

Im going to create a packet of examples for the production portion of the final project. I talk through and draw out examples in class, but I think because that part of the project can be very new to students it would be helpful to have a set of examples that they can take with them. I have also noticed that part of

the final is what I receive the most questions about and it usually takes students a couple of class periods to get to those questions.

1.6 Measured Outcome

1.6.1 Student Learning Outcomes

Recognize the perspectives and forms of drama

1.6.2 Learning Activities

Students will complete an oral or written critique that accesses the connection of content with the main topics of the presentation.

1.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

1.6.4 Measure of Success

75% of students who submit a critique will score 80%, or at least 20 points, on the communication section of the scoring rubric.

1.6.5 Data Summary

1.6.5.1 Analysis and Evaluation

The F2F students achieved an 88% success rate in their written communication of their theatrical performance critique. These students surpassed the benchmark.

1.6.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.6.5.3 Description of Changes

"Im going to create a packet of examples for the production portion of the final project. I talk through and draw out examples in class, but I think because that part of the project can be very new to students it would be helpful to have a set of examples that they can take with them."

1.6.5.4 Distance Learning: Analysis and Evaluation

The online students did not achieved the level of success as the F2F students in their written critiques; however, they were not far behind with 86% scoring at least a 75% on the written portion of the rubric.

1.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.6.5.6 Distance Learning: Description of Changes

Continue to clarify the guidelines for the critique. Possibly assign elements to be discussed instead of

student choice.

1.7 Measured Outcome

1.7.1 Student Learning Outcomes

Understand the role of the different theatre practitioners

1.7.2 Learning Activities

Students will work in groups of two to four and conceptualize a theater production of the instructors choice. The students will be assessed on the synthesis of the final project and performance within the group.

1.7.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.7.4 Measure of Success

75% 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.

1.7.5 Data Summary

1.7.5.1 Analysis and Evaluation

The F2F students excelled (98%) in the required Teamwork activity this school year. The classroom students seem to have no problem working in groups.

1.7.5.2 Changes as a Result of Analysis and Evaluation

Alter classroom engagement strategy (team project, contests, technology use, etc.)

1.7.5.3 Description of Changes

Clarify activity

1.7.5.4 Distance Learning: Analysis and Evaluation

The online classes also achieved a high success rate (94%) in the Teamwork portion. This is an improvement from last year.

1.7.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alter classroom engagement strategy (team project, contests, technology use, etc.)

1.7.5.6 Distance Learning: Description of Changes

Clarify activity

1.8 Measured Outcome

1.8.1 Student Learning Outcomes

Explain the role of theatre in society

1.8.2 Learning Activities

Students will make connections between the various theater practitioners utilized in a theatrical production and present an argument for how effective they were in unifying the elements by writing a formal critique of the production.

1.8.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
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1.8.4 Measure of Success

75% of students who submit at least one critique will score at least 80%, or earn 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 play.

1.8.5 Data Summary

1.8.5.1 Analysis and Evaluation

1.8.5.2 Changes as a Result of Analysis and Evaluation

1.8.5.3 Description of Changes

1.8.5.4 Distance Learning: Analysis and Evaluation

1.8.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

1.8.5.6 Distance Learning: Description of Changes

Program Name: DRAM.2366

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

DRAM 2366, Introduction to Cinema

1.1 Division-Department

Speech and Fine Arts - Drama

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Develop criteria for judging a films effectiveness

1.4.2 Learning Activities

Students will make connections between the various film practitioners utilized in a film production and present an argument for how effective they were in unifying the elements by writing a formal critique of the production.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education (Use
for LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
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1.4.4 Measure of Success

75% of students who submit a 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.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

"Number of students who submitted a formal critique and scored at least 80%, or earned at least 20 points, on the critical thinking section of the scoring rubric."

The F2F classes surpassed the set goal by achieving 95% on the Critical Thinking portion of the rubric. The instructor may need to increase the passing rate or the required score. This needs to be evaluated

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

Be more prescriptive in the cinematic elements that the students should cover, instead of student choice.

Ask for more specific cinematic elements in the critiques, instead of being student choice.

1.4.5.4 Distance Learning: Analysis and Evaluation

The online students were also successful in achieving their goal at 93%. It is gratifying to see that the F2F and online class results are comparable in Critical Thinking.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Be more prescriptive in the cinematic elements that the students should cover, instead of student choice.

Ask for more specific cinematic elements in the critiques, instead of being student choice.

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Examine the film industry as an art form and a creative expression;

1.5.2 Learning Activities

Students will complete an oral or written critique that accesses the connection of content with the main topics of the presentation.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General General

Education (Use for LEAPs)	Education Outcomes
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Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
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1.5.4 Measure of Success

75% of students who submit a critique will score 80%, or at least 20 points, on the communication section of the scoring rubric.

1.5.5 Data Summary**1.5.5.1 Analysis and Evaluation**

"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."

Ninety-three percent of the F2F students scored at least 80% on the Communication portion of the rubric.

The benchmark required that 75% would score at least 80% on the Comm portion of the scoring rubric, so the students performed very well.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.3 Description of Changes

I will be more specific about which aspects to discuss and provide more examples, especially for the online course.

Provide the opportunity to submit a first draft before grading.

1.5.5.4 Distance Learning: Analysis and Evaluation

Only 84% of the online students scored 75% or above on the Communication portion of the rubric. There is a stark difference from the F2F classes that needs to be addressed.

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.6 Distance Learning: Description of Changes

I will be more specific about which aspects to discuss and provide more examples, especially for the online course.

Provide the opportunity to submit a first draft before grading.

1.6 Measured Outcome**1.6.1 Student Learning Outcomes**

Demonstrate a knowledge of the contributions of contemporary filmmakers;

1.6.2 Learning Activities

Students work in groups of two to four and will conduct a social/comparative analysis of a film directors work. The students will be assessed on the synthesis of the final project and performance within the group.

1.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.6.4 Measure of Success

75% 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.

1.6.5 Data Summary

1.6.5.1 Analysis and Evaluation

The F2F students were able to work well together in achieving and exceeding the set goal of 80%. In fact, 95% of the F2F students earned at the the minimum of 75% on the Teamwork criteria.

1.6.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.6.5.3 Description of Changes

Make sure that each member of the group has a defined job in the group.

Allow students to select their teams instead of being assigned partners.

1.6.5.4 Distance Learning: Analysis and Evaluation

While the online students did not achieve the same success at the F2F students in the Teamwork outcome, they did still exceed the requirement at 90%. Teamwork can be challenging in an online class, so 90% participation and engagement is admirable.

1.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.6.5.6 Distance Learning: Description of Changes

Make sure that each member of the group has a defined job in the group.

Allow students to select their teams instead of being assigned partners.

1.7 Measured Outcome

1.7.1 Student Learning Outcomes

Examine the major social, technological, and economic considerations in the development of the film

industry.

1.7.2 Learning Activities

Students will use their new academic skills/knowledge to share their opinions of the major societal shifts, technical innovation and economic considerations of the film industry by writing a critique of the films.

1.7.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
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1.7.4 Measure of Success

75% of students who submit at least one critique will score at least 80%, or earn at least 20 point, 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.

1.7.5 Data Summary

1.7.5.1 Analysis and Evaluation

The F2F students were highly successful in the SR area for 98% of them scored at least 80%, or 20 points, on the rubric.

1.7.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.7.5.3 Description of Changes

Continue to adjust the assignment to better reflect the current trends in cinema.

Use more films that have added to the industry in a significant way.

1.7.5.4 Distance Learning: Analysis and Evaluation

The online classes also excelled in the SR criteria by achieving 93%.

1.7.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.7.5.6 Distance Learning: Description of Changes

Continue to adjust the assignment to better reflect the current trends in cinema.

Use more films that have added to the industry in a significant way.

Program Name: ECON.2301

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

ECON 2301, Principles of Microeconomics

1.1 Division-Department

Social Sciences - Economics

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Identify the determinants of supply and demand; demonstrate the impact of shifts in both market supply and demand curves on equilibrium price and output.

1.4.2 Learning Activities

Students will attend class and/or do the assigned readings related to the Law of Supply and Demand. Students will be tested at the end of the unit of study and a block of questions and/or discussions will be devoted to the desired outcome statement. The questions and/or discussions will evaluate factual knowledge and will also require critical thinking and application skills.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking Skills (CT): To include creative thinking, innovation,

Critical Thinking	inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.4.4 Measure of Success

70% of students will score a minimum of 70% of correct answers on the related questions

1.4.5 Data Summary

Seventy one percent (71%) of the students evaluated scored higher than the 70% necessary to achieve success on the objective evaluated.

1.4.5.1 Analysis and Evaluation

The methods of instruction and materials and audio and video materials presented were successful in achieving the goal.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.3 Description of Changes

The students that did not achieve the goal will be assigned additional problems to practice and required to watch economic video office hours (VOH) that discuss the topic.

1.4.5.4 Distance Learning: Analysis and Evaluation

Ninety four percent (94%) of the students evaluated scored higher than the 70% necessary to achieve success on the objective evaluated.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.6 Distance Learning: Description of Changes

The students that did not achieve the goal will be assigned additional problems to practice and required to watch economic video office hours (VOH) that discuss the topic. Continue with acceptable methods of instruction and as long as they are successful we will continue to use them.

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Define money and the money supply; describe the process of money creation by the banking system and the role of the central bank.

1.5.2 Learning Activities

Students will attend class and/or do the assigned readings related to Money, the Banking System, and the Central Bank. Students will be tested at the end of the unit of study and a block of questions and/or discussions will be devoted to the desired outcome statement. The questions and/or discussions will evaluate factual knowledge and will also require critical thinking and application skills.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.5.4 Measure of Success

70% of students will score a minimum of 70% of correct answers on the related questions

1.5.5 Data Summary

Seventy two percent (72%) of the students evaluated scored higher than the 70% necessary to achieve success on the objective evaluated.

1.5.5.1 Analysis and Evaluation

The methods of instruction and materials and audio and video materials presented were successful in achieving the goal.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.5.5.3 Description of Changes

The students that did not achieve the goal will be assigned additional problems to practice and required to watch economic video office hours (VOH) that discuss the topic.

1.5.5.4 Distance Learning: Analysis and Evaluation

Eighty nine percent (89%) of the students evaluated scored higher than the 70% necessary to achieve success on the objective evaluated.

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.5.5.6 Distance Learning: Description of Changes

The students that did not achieve the goal will be assigned additional problems to practice and required to watch economic video office hours (VOH) that discuss the topic. Continue with acceptable methods of instruction and as long as they are successful we will continue to use them.

1.6 Measured Outcome

1.6.1 Student Learning Outcomes

Explain the mechanics and institutions of international trade/globalization and their impact on the macro economy.

1.6.2 Learning Activities

Students will attend class and/or do the assigned readings related to International trade/globalization and its impact on the Macroeconomy. Students will be tested at the end of the unit of study and a block of questions and/or discussions will be devoted to the desired outcome statement. The questions and/or discussions will evaluate factual knowledge and will also require critical thinking and application skills.

1.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.6.4 Measure of Success

70% of students will score a minimum of 70% of correct answers on the related questions

1.6.5 Data Summary

Eighty Two (82%) of the students evaluated scored higher than the 70% necessary to achieve success on the objective evaluated.

1.6.5.1 Analysis and Evaluation

The methods of instruction and materials and audio and video materials presented were successful in achieving the goal.

1.6.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.6.5.3 Description of Changes

The students that did not achieve the goal will be assigned additional problems to practice and required to watch economic video office hours (VOH) that discuss the topic.

1.6.5.4 Distance Learning: Analysis and Evaluation

Ninety five percent (95%) of the students evaluated scored higher than the 70% necessary to achieve success on the objective evaluated.

1.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.6.5.6 Distance Learning: Description of Changes

The students that did not achieve the goal will be assigned additional problems to practice and required to watch economic video office hours (VOH) that discuss the topic. Continue with acceptable methods of instruction and as long as they are successful we will continue to use them.

Program Name: ECON.2302

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

ECON 2302, Principles of Microeconomics

1.1 Division-Department

Social Sciences - Economics

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Identify the determinants of supply and demand; demonstrate the impact of shifts in both market supply and demand curves on equilibrium price and output.

1.4.2 Learning Activities

Students will attend class and/or do the assigned readings related to the Law of Supply and Demand. Students will be tested at the end of the unit of study and a block of questions and/or discussions will be devoted to the desired outcome statement. The questions and/or discussions will evaluate factual knowledge and will also require critical thinking and application skills.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking Skills (CT): To include creative thinking, innovation,

Critical Thinking	inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.4.4 Measure of Success

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

1.4.5 Data Summary

Eighty three percent (83%) of the students evaluated scored higher than the 70% necessary to achieve success on the objective evaluated.

1.4.5.1 Analysis and Evaluation

The methods of instruction and materials and audio and video materials presented were successful in achieving the goal.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.3 Description of Changes

The students that did not achieve the goal will be assigned additional problems to practice and required to watch economic video office hours (VOH) that discuss the topic.

1.4.5.4 Distance Learning: Analysis and Evaluation

Ninety eight percent (98%) of the students evaluated scored higher than the 70% necessary to achieve success on the objective evaluated.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.6 Distance Learning: Description of Changes

The students that did not achieve the goal will be assigned additional problems to practice and required to watch economic video office hours (VOH) that discuss the topic. Continue with acceptable methods of instruction and as long as they are successful we will continue to use them.

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Determine the profit maximizing price and quantity of resources in factor markets under perfect and imperfect competition by use of marginal analysis.

1.5.2 Learning Activities

Students will attend class and/or do the assigned readings and calculations related to the factor markets by use of marginal analysis in profit maximization. Students will be tested at the end of the unit of study and a block of questions and/or discussions will be devoted to the desired outcome statement. The questions and/or discussions will evaluate factual knowledge and will also require critical thinking and application skills.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.5.4 Measure of Success

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

1.5.5 Data Summary

Seventy six percent (76%) of the students evaluated scored higher than the 70% necessary to achieve success on the objective evaluated.

1.5.5.1 Analysis and Evaluation

The methods of instruction and materials and audio and video materials presented were successful in achieving the goal.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.5.5.3 Description of Changes

The students that did not achieve the goal will be assigned additional problems to practice and required to watch economic video office hours (VOH) that discuss the topic.

1.5.5.4 Distance Learning: Analysis and Evaluation

Ninety five percent (95%) of the students evaluated scored higher than the 70% necessary to achieve success on the objective evaluated.

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.5.5.6 Distance Learning: Description of Changes

The students that did not achieve the goal will be assigned additional problems to practice and required to watch economic video office hours (VOH) that discuss the topic. Continue with acceptable methods of instruction and as long as they are successful we will continue to use them.

1.6 Measured Outcome

1.6.1 Student Learning Outcomes

Describe governmental efforts to address market failure such as monopoly power, externalities, and public goods.

1.6.2 Learning Activities

Students will attend class and/or do the assigned readings related to governmental efforts to address market failure such as monopoly power, externalities, and public goods. Students will be tested at the end of the unit of study and a block of questions and/or discussions will be devoted to the desired outcome statement. The questions and/or discussions will evaluate factual knowledge and will also require critical thinking and application skills.

1.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.6.4 Measure of Success

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

1.6.5 Data Summary

Eighty percent (80%) of the students evaluated scored higher than the 70% necessary to achieve success on the objective evaluated.

1.6.5.1 Analysis and Evaluation

The methods of instruction and materials and audio and video materials presented were successful in achieving the goal.

1.6.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.6.5.3 Description of Changes

The students that did not achieve the goal will be assigned additional problems to practice and required to watch economic video office hours (VOH) that discuss the topic.

1.6.5.4 Distance Learning: Analysis and Evaluation

One hundred percent (100%) of the students evaluated scored higher than the 70% necessary to achieve success on the objective evaluated.

1.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.6.5.6 Distance Learning: Description of Changes

The students that did not achieve the goal will be assigned additional problems to practice and required to watch economic video office hours (VOH) that discuss the topic. Continue with acceptable methods of instruction and as long as they are successful we will continue to use them.

Program Name: EDUC/PSYC.1300

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

EDUC 1300, Learning Framework

1.1 Division-Department

College Readiness

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will demonstrate an understanding of the foundational models of communication by developing a PowerPoint presentation.

1.4.2 Learning Activities

The My Best Fit project will employ the following features:

- Students will create and submit a PowerPoint which will be evaluated by the instructor for mechanics, structure, and connection of content with main topic, logic and accuracy and depth of content. The scoring rubric will be used to evaluate the appropriateness and effectiveness of the written communication of the presentation.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education (Use
for LEAPs)** General
Education
Outcomes

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

1.4.4 Measure of Success

75% of students who submit a My Best Fit project will score at least 70% of the available points on the PowerPoint rubric.

1.4.5 Data Summary

68% of our students succeeded at this task. While not meeting our minimum standard, we feel that we are on the right track with this goal.

1.4.5.1 Analysis and Evaluation

Instructors are working hard to develop a unified voice in this course, and the results are promising. The course is undergoing a major revision, and the focus of the course will be sharpened. We think that we will easily meet this goal in the future.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

We are currently reinventing the course to more accurately reflect the goals of the QEP. We feel that narrowing our focus will give us even greater success.

1.4.5.4 Distance Learning: Analysis and Evaluation

Our online students had exactly the same success rate as our face to face-68%. We are very happy with this, as it is a difficult task to get the students involved in all of the activities while online.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

We will be making the same curricular changes in the online version of this course.

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Student will research various campus student organizations.

1.5.2 Learning Activities

Using a template, student will obtain information about campus organizations. This information may be obtained online, as well as by contacting directors of the various organizations. Students will determine the purpose and goals of the student organizations, community service projects performed by the organizations, and important dates of events associated with these student organizations.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Social Responsibility

Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.5.4 Measure of Success

75% of students will demonstrate success at Social Responsibility by earning at least 70% of the allotted points for this topic. A rubric will be used to measure the thoroughness of their research.

1.5.5 Data Summary**1.5.5.1 Analysis and Evaluation**

This goal measured students knowledge of campus organizations, and was easily met at 75%. We did expect higher numbers for this relatively easy task.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.3 Description of Changes

we will be making the same changes as described above.

1.5.5.4 Distance Learning: Analysis and Evaluation

Online students completed this goal with even higher numbers-85%. No explanation was given by the instructors for this amount of difference.

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.6 Distance Learning: Description of Changes

the same changes as those described above.

1.6 Measured Outcome**1.6.1 Student Learning Outcomes**

Student will make an informed decision on choosing a transfer college with a major.

1.6.2 Learning Activities

Using the My Best Fit project students will compare colleges and majors and make an informed decision on the best college for them.

1.6.3 Required General Education Outcome for this SLO (LINK to selection)*General Outcomes Links*

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

1.6.4 Measure of Success

75% if students will demonstrate success at Critical Thinking b earning at least 70% of the allotted points for this topic based on the rubric.

1.6.5 Data Summary

1.6.5.1 Analysis and Evaluation

Since this goal has so much emphasis on student personal achievement, we were disappointed with the 63% result. We will have to work harder in the new curriculum to reinforce the importance of choosing the correct pathways.

1.6.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.6.5.3 Description of Changes

We will be making the same changes as described above. Hopefully a new focus will improve the results.

1.6.5.4 Distance Learning: Analysis and Evaluation

Online students had an 80% achievement on this goal. We were very happy with this result.

1.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.6.5.6 Distance Learning: Description of Changes

We seem to be making the connections with these students, and hope that our new focused curriculum will bring us even greater results.

1.7 Measured Outcome

1.7.1 Student Learning Outcomes

Students will research and analyze the costs of obtaining a specific degree at their chosen college, investigate the salaries and benefits of the chosen career, and devise a calendar to evaluate the time needed to complete the pathway to their career.

1.7.2 Learning Activities

Using a template, students will obtain the information required, and then include it in the capstone project. Students will demonstrate understanding of the real costs and benefits involved with the chosen career. Students will also map out a realistic calendar for the completion of their education, and calculate the associated costs for being in school over this period.

1.7.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.7.4 Measure of Success

75% of students will demonstrate success at Empirical and Quantitative Skills by earning at least 70% of the allotted points for this topic. A rubric will be used to measure the thoroughness of their research.

1.7.5 Data Summary

1.7.5.1 Analysis and Evaluation

63% means that we fell short on this goal. We were surprised that students had a hard time here, as this goal is completely about them. Most simply did not complete the assignments.

1.7.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.7.5.3 Description of Changes

Our entire curriculum is being revised, so we hope to see better results.

1.7.5.4 Distance Learning: Analysis and Evaluation

An Amazing 80% succeeded at this goal. We are extremely happy, and hope to bring the face to face classes in line with this number.

1.7.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.7.5.6 Distance Learning: Description of Changes

We hope to keep up this success with the new curriculum.

Program Name: ENGL.1301

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

ENGL 1301, Composition I

1.1 Division-Department

Language Arts - English

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Personal Responsibility

Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will demonstrate knowledge of individual and collaborative writing processes.

1.4.2 Learning Activities

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.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
--	----------------------------------

Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills (CM): To include effective development,

Communication Skills	interpretation and expression of ideas through written, oral and visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4.4 Measure of Success

60% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

1.4.5 Data Summary ENGL 1301

SLO: Students will demonstrate knowledge of individual and collaborative writing processes.

Suggested Activity: 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.

Core Objective: CT, CM, PR, TW

Our Benchmark: 60% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

This cycle saw 66.44% of students demonstrated mastery.

1.4.5.1 Analysis and Evaluation ENGL 1301 Analysis

We did observe that the students were not as engaged as they entered this course of study, and there will be a need to implement strategies division-wide to address this.

Some students do not have a perspective of the work submitted for grading. New ways for our students to examine their own works, based upon each professor's guidance, will be discussed with our English 1301 faculty this fall.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes Changes

New ways for our students to examine their own works, based upon each professor's guidance, will be discussed with our English 1301 faculty this fall. Some of the items we will examine are:

1. Rubrics (Showing students how to preview them before writing.)
2. Peer review assignments may need to be revised.

1.4.5.4 Distance Learning: Analysis and Evaluation

We observed that the students were not as engaged as they entered this course of study, and there will be a need to implement strategies division-wide to address this.

Some students do not have a perspective of the work submitted for grading. New ways for our students to examine their own works, based upon each professor's guidance, will be discussed with our English 1301 faculty this fall.

Canvas should provide an improved method of conferencing with our students and communicate these new strategies through the voice email feature and conference feature.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes DL Changes

The new LMS format is providing new strategies for peer review through Turnitin, voiced email, and conferencing capability to accomplish and overcome perceived weaknesses in our students' abilities to self-evaluate and use rubrics before writing. We will address this for our next cycle.

Program Name: ENGL.1302

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

ENGL 1302, Composition II

1.1 Division-Department

Language Arts - English

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Personal Responsibility

Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will Demonstrate knowledge of individual and collaborative writing processes.

1.4.2 Learning Activities

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.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills (CM): To include effective development,

Communication Skills	interpretation and expression of ideas through written, oral and visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4.4 Measure of Success

60% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objective)

1.4.5 Data Summary Data Summary

SLO: Students will demonstrate knowledge of individual and collaborative writing processes.

Learning Activities: 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.

Core Objectives: CT, CM, Pr, and TW.

Benchmark: Yes; CT/CM/PR/TW

60%/70%

Indicates: 60% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objective)

In this cycle, 76.67% mastered the suggested learning activity. This may be due to the foundation received in English 1301 and may reflect the academic maturation process in these students.

1.4.5.1 Analysis and Evaluation Analysis & Evaluation

More of our faculty are attempting to address the core issues in the English 1302 with the under-performing students. Many ideas are shared with the faculty regarding research topics and the new generation of entering students. This sharing always suggests new approaches to this new and younger student body. By surpassing our benchmark, we shall strive to examine best practices in our next division meeting.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes Changes

With new changes in MLA, and reaching out to students who may suffer from testing in lower grades, we will discuss common knowledge that the student may lack when entering a survey of the literature in English 1302 course. Emphasis on how to write about literature, in light of argumentation essays covered in English 1301, will be discussed in faculty meetings.

1.4.5.4 Distance Learning: Analysis and Evaluation DL Analysis and Evaluation

More of our faculty are attempting to address the core issues in the English 1302 online with the under-performing students. Many ideas are shared with the faculty regarding research topics and the new generation of entering students. We feel that new strategies and tools are now available to us the use through the new LMS This sharing always suggests new approaches to this new and younger student body. The younger students are less engaged than the more mature student body. By surpassing our benchmark (with 76%), we shall strive to examine best practices using Canvas in our next division meeting.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes Changes for DL English 1302

New ways for our students to examine their analysis of literature, based upon each professor's guidance, will be discussed with our English 1302 faculty this fall. Some of the items we will examine are:

1. Use of conferences
2. Rubrics (Showing students how to preview them before writing.)
3. Peer review assignments may need to be revised.

Program Name: ENGL.2311

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

ENGL 2311, Technical and Business Writing

1.1 Division-Department

Language Arts - English

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Personal Responsibility

Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will demonstrate knowledge of individual and collaborative writing processes.

1.4.2 Learning Activities

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.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills (CM): To include effective development,

Communication Skills	interpretation and expression of ideas through written, oral and visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4.4 Measure of Success

60% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objective)

1.4.5 Data Summary Data Summary

In Technical Writing, our benchmark was achieved (100%). This involved the following:
SLO: To understand the importance of cooperative and collaborative discussion leading to a group-generated document.

Activity: Interview a member of their team before beginning a group project. Prepare questions and write down their classmates answers without commenting on their own. Report their team members ideas to the group.

Benchmark:60%/70%

Indicates: 60% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objective)

1.4.5.1 Analysis and Evaluation Analysis and Evaluation

The strategies are working well for the professors teaching this course.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes Changes

We should rotate this course assignment to others in the division. This would provide perspective regarding the benchmark.

1.4.5.4 Distance Learning: Analysis and Evaluation DL Analysis and Evaluation

The strategies are working well for the professors teaching this course.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes Changes

We should rotate this course assignment to others in the division. This would provide perspective regarding the benchmark.

Program Name: ENGL.2322

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

ENGL 2322, British Literature I

1.1 Division-Department

Language Arts - English

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

1.4.2 Learning Activities

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.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking Skills (CT): To include creative thinking, innovation,

Critical Thinking	inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4.4 Measure of Success

60% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

1.4.5 Data Summary Data Summary

English 2322 data reflects these areas:

1. SLO: Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.
2. Activity: 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.
3. Benchmark: Indicates: 60% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

In this cycle, our division was successful with an 84.5% result for this area.

1.4.5.1 Analysis and Evaluation Analysis and Evaluation

Strategies are working, yet regarding students that have returned after many years, many earned lower scores on the activity. More attention is needed to help these students reconnect.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.3 Description of Changes Changes

With returning students, we should be more proactive with after class study pods or referrals to the Student Success Center.

1.4.5.4 Distance Learning: Analysis and Evaluation DL Analysis and Evaluation

English 2322 data reflects these areas:

1. SLO: Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.
2. Activity: 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.
3. Benchmark: Indicates: 60% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

In this cycle, our division was successful with an 84.5% result for this area.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring,

academic coaches, etc.)

1.4.5.6 Distance Learning: Description of Changes DL Changes

With returning students, we should be more proactive with after class study pods or referrals to the Student Success Center. In online classes, this could and should include online conferencing through our new LMS.

Program Name: ENGL.2323

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

ENGL 2323, British Literature II

1.1 Division-Department

Language Arts - English

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

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

1.4.2 Learning Activities

Students will write a research paper comparing the differing time periods, cultures, and/or literary elements found in which the student will present an argument and provide justification for their observations and where the grading of the essay will be based, at least in part, on the students accuracy and/or depth of presentation.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for** General
Education
Outcomes

LEAPs)

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4.4 Measure of Success

60% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

1.4.5 Data Summary Data Summary

English 2323 data reflects these areas:

1. SLO: Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.
- 2, Activity: 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.
3. Benchmark: Indicates: 60% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

In this cycle, our division was successful with an 82.55% result for this area

1.4.5.1 Analysis and Evaluation Analysis and Evaluation

Strategies are working, yet regarding students that have returned after many years, many earned lower scores on the activity. More attention is needed to help these students reconnect

1.4.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.3 Description of Changes Changes

With returning students, we should be more proactive with after class study pods or referrals to the Student Success Center.

1.4.5.4 Distance Learning: Analysis and Evaluation DL Analysis and Evaluation

English 2323 data reflects these areas:

1. SLO: Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.
- 2, Activity: 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.
3. Benchmark: Indicates: 60% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

In this cycle, our division was successful with an 82.55% result for this area

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.6 Distance Learning: Description of Changes DL Changes

With returning students, we should be more proactive with after class study pods or referrals to the Student Success Center. We should include tutorials for use of the LMS from each professor.

Program Name: ENGL.2327

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

ENGL 2327, American Literature I

1.1 Division-Department

Language Arts - English

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

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

1.4.2 Learning Activities

Students will write a research paper comparing the differing time periods, cultures, and/or literary elements found in which the student will present an argument and provide justification for their observations and where the grading of the essay will be based, at least in part, on the students accuracy and/or depth of presentation.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for** General
Education
Outcomes

LEAPs)

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4.4 Measure of Success

60% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

1.4.5 Data Summary Data Summary

Our data is directed at this SLO and Activity:

1. SLO: 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
2. Activity: Students will write a research paper comparing the differing time periods, cultures, and/or literary elements found in which the student will present an argument and provide justification for their observations and where the grading of the essay will be based, at least in part, on the students accuracy and/or depth of presentation.

Benchmark: Indicates: 60% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

Our division reported a success rate of 86%.

1.4.5.1 Analysis and Evaluation Analysis & Evaluation

American Literature has fewer students with one-half taught in in online setting, and the rest taught in a Studio setting. We feel that these students receive more time with the professor.

Some of these students have been in another sophomore class and have fewer problems with research.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes Changes

Possibly, our benchmark needs to be reconsidered.

1.4.5.4 Distance Learning: Analysis and Evaluation DL Analysis and Evaluation

Our data is directed at this SLO and Activity:

1. SLO: 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
2. Activity: Students will write a research paper comparing the differing time periods, cultures, and/or literary elements found in which the student will present an argument and provide justification for their observations and where the grading of the essay will be based, at least in part, on the students accuracy and/or depth of presentation.

Benchmark: Indicates: 60% of enrolled students will (suggested learning activity) and demonstrate at

least 70% mastery in (core objectives)
Our division reported a success rate of 86%.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes DL Changes

Our benchmark needs to be reconsidered.

Program Name: ENGL.2328

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

ENGL 2328, American Literature II

1.1 Division-Department

Language Arts - English

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

1.4.2 Learning Activities

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

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking Skills (CT): To include creative thinking, innovation,

Critical Thinking	inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4.4 Measure of Success

60% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

1.4.5 Data Summary Data Summary

Our English 2328 data is reflective of these parameters:

1. SLO: Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.
2. Activity: 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.
3. Benchmark: 60% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

This cycle, we recorded a 90.25 % success.

1.4.5.1 Analysis and Evaluation Analysis & Evaluation

American Literature has fewer students with one-half taught in in online setting, and the rest taught in a Studio setting. We feel that these students receive more time with the professor.

Some of these students have been in another sophomore class and have fewer problems with research.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes Changes

Possibly, our benchmark needs to be reconsidered. We will discuss this at our fall meeting.

1.4.5.4 Distance Learning: Analysis and Evaluation DL Analysis and Evaluation

Our English 2328 data is reflective of these parameters:

1. SLO: Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.
2. Activity: 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.
3. Benchmark: 60% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

This cycle, we recorded a 90.25 % success.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes DL Changes

Possibly, our benchmark needs to be reconsidered. We will discuss this at our fall meeting.

Program Name: ENGL.2332

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

ENGL 2332, World Literature I

1.1 Division-Department

Language Arts - English

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

1.4.2 Learning Activities

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

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking Skills (CT): To include creative thinking, innovation,

Critical Thinking	inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4.4 Measure of Success

60% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

1.4.5 Data Summary Data Summary

English 2332 data reflects these areas:

1. SLO: Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.
2. Activity: 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.
3. Benchmark: Indicates: 60% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

In this cycle, our division was successful with an 89.2% result for this area.

1.4.5.1 Analysis and Evaluation Analysis & Evaluation

Strategies are working, yet regarding students that have returned after many years, many earned lower scores on the activity. More attention is needed to help these students reconnect. A few of the students have not had English 1302 which would have given the students more strategies and experience with a literary analysis.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.3 Description of Changes Changes

More out of class learning pods or tutoring should be considered for struggling students.

1.4.5.4 Distance Learning: Analysis and Evaluation DL Analysis and Evaluation

Strategies are working, yet regarding students that have returned after many years, many earned lower scores on the activity. More attention is needed to help these students reconnect. A few of the students have not had English 1302 which would have given the students more strategies and experience with a literary analysis.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.6 Distance Learning: Description of Changes DL Changes

More out of class learning pods or tutoring should be considered for struggling students. The LMS

conference would work with these students.

Program Name: ENGL.2333

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

ENGL 2333, World Literature II

1.1 Division-Department

Language Arts - English

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

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

1.4.2 Learning Activities

Students will write a research paper comparing the differing time periods, cultures, and/or literary elements found in which the student will present an argument and provide justification for their observations and where the grading of the essay will be based, at least in part, on the students accuracy and/or depth of presentation.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for** General
Education
Outcomes

LEAPs)

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4.4 Measure of Success

60% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

1.4.5 Data Summary Data Summary

English 2333 data reflects these areas:

1. SLO: Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.
2. Activity: 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.
3. Benchmark: Indicates: 60% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

In this cycle, our division was successful with an 87.32% result for this area.

1.4.5.1 Analysis and Evaluation Analysis & Evaluation

Strategies are working, yet regarding students that have returned after many years, many earned lower scores on the activity. More attention is needed to help these students reconnect. A few of the students have not had English 1302 which would have given the students more strategies and experience with a literary analysis.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.3 Description of Changes Changes

More out of class learning pods or tutoring should be considered for struggling students.

1.4.5.4 Distance Learning: Analysis and Evaluation DL Analysis and Evaluation

Strategies are working, yet regarding students that have returned after many years, many earned lower scores on the activity. More attention is needed to help these students reconnect. A few of the students have not had English 1302 which would have given the students more strategies and experience with a literary analysis.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.6 Distance Learning: Description of Changes DL Changes

More out of class learning pods or tutoring should be considered for struggling students. The LMS conference would work with these students.

Program Name: GOVT.2305

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

GOVT 2305, Federal Government

1.1 Division-Department

Social Sciences - Government

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Explain the origin and development of constitutional democracy in the United States.

1.4.2 Learning Activities

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 and needs as they relate to U.S. 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.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4.4 Measure of Success

60% of students will demonstrate an acceptable or exemplary rating rubric for spelling, attendance, etc. for each measured general education goal.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

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 - 92% met or exceeded

Critical Thinking - 92% met or exceeded

Personal responsibility - 83% met or exceeded

Social responsibility- 81% met or exceeded

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

New textbooks will be used beginning in the fall semester. Rubric will be reassessed during the first semester.

1.4.5.4 Distance Learning: Analysis and Evaluation

Students enrolled in GOVT 2305 were successful in their learning and application of critical thinking, communication, personal responsibility, and social responsibility for distance courses.

Communication - 82% met or exceeded

Critical Thinking - 82% met or exceeded

Personal responsibility - 85% met or exceeded

Social responsibility- 85% met or exceeded

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

New textbooks will be used beginning in the fall semester. Rubric will be reassessed during the first semester.

Program Name: GOVT.2306

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

GOVT 2306, Texas Government

1.1 Division-Department

Social Sciences - Government

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Explain the origin and development of Texas Constitution

1.4.2 Learning Activities

Students will use new academic knowledge to apply fundamental principles of constitutional democracy in the Texas to current real world settings. Students will contribute their opinions and concerns about community, state, or national issues and needs as they relate to Texas 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.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4.4 Measure of Success

60% of students will demonstrate an acceptable or exemplary rating based upon a rubric for each measured general education goal.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

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 - 82% met or exceeded

Critical Thinking - 74% met or exceeded

Personal responsibility - 74% met or exceeded

Social responsibility- 74% met or exceeded

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

New textbooks will be used beginning in the Fall. The rubric will be reexamined to determine if changes should be made.

1.4.5.4 Distance Learning: Analysis and Evaluation

Students enrolled in GOVT 2306 were successful in their learning and application of critical thinking, communication, personal responsibility, and social responsibility for internet courses.

Communication - 82% met or exceeded

Critical Thinking - 82% met or exceeded

Personal responsibility - 78% met or exceeded

Social responsibility- 66% met or exceeded

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

New textbooks will be used beginning in the fall. Rubric will be reexamined to determine if changes should be made.

Program Name: HIST.1301

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

HIST 1301, United States History I

1.1 Division-Department

Social Sciences - History

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will demonstrate effective written communication skills.

1.4.2 Learning Activities

Each student will write either a book or an article review that will be graded not only on content but also on proper grammar usage.

Each written critique will reflect the ability to analyze the authors purpose in writing, fulfillment of that purpose. Students will required to indicate the ideological bias of the author of the secondary work in his or her conclusions.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking Skills (CT): To include creative thinking, innovation,

Critical Thinking	inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4.4 Measure of Success

60% of students will achieve a score of 50 or over from a rubric

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

Students enrolled in HIST 1301 were somewhat successful in their learning and application of critical thinking, communication, personal responsibility, and social responsibility for face-to-face courses.

Communication - 75% met or exceeded

Critical Thinking - 76% met or exceeded

Personal responsibility - 69% met or exceeded

Social responsibility- 49% met or exceeded

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

Reexamine the rubric at the beginning of the year and determine what should be changed as to SR.

1.4.5.4 Distance Learning: Analysis and Evaluation

Students enrolled in GOVT 2305 were successful in their learning and application of critical thinking, communication, personal responsibility, and social responsibility for internet courses.

Communication - 86% met or exceeded

Critical Thinking - 75% met or exceeded

Personal responsibility - 75% met or exceeded

Social responsibility- 72% met or exceeded

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.6 Distance Learning: Description of Changes

Reexamine rubric and determine what is being done differently with distance education that allows the students to do better on PR and SR.

Program Name: HIST.1302

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

HIST 1302, United States History II

1.1 Division-Department

Social Sciences - History

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will demonstrate effective written communication skills

1.4.2 Learning Activities

Each student will write either a book or an article review that will be graded not only on content but also on proper grammar usage.

Each written critique will reflect the ability to analyze the authors purpose in writing, fulfillment of that purpose.

Students will required to indicate the ideological bias of the author of the secondary work in his or her conclusions

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4.4 Measure of Success

60% of students assessed with achieve a score of 50 or greater on the rubric

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

Students enrolled in HIST 1302 were successful in their learning and application of critical thinking, communication, personal responsibility, and social responsibility for face-to-face courses.

Communication - 84% met or exceeded

Critical Thinking - 79% met or exceeded

Personal responsibility - 79% met or exceeded

Social responsibility- 77% met or exceeded

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

Reexamine the rubric and determine if changes should be made to it before reporting in the Fall.

1.4.5.4 Distance Learning: Analysis and Evaluation

Students enrolled in HIST 1302 were successful in their learning and application of critical thinking, communication, personal responsibility, and social responsibility for internet courses.

Communication - 69% met or exceeded

Critical Thinking - 67% met or exceeded

Personal responsibility - 72% met or exceeded

Social responsibility- 69% met or exceeded

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.6 Distance Learning: Description of Changes

Reexamine the rubric to determine if changes should be made to it before data is submitted in the Fall.

Program Name: HIST.2301

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

HIST 2301, Texas History

1.1 Division-Department

Social Sciences - History

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will demonstrate effective written communication skills

1.4.2 Learning Activities

Each student will write either a book or an article review that will be graded not only on content but also on proper grammar usage.

Each written critique will reflect the ability to analyze the authors purpose in writing, fulfillment of that purpose.

Students will required to indicate the ideological bias of the author of the secondary work in his or her conclusions

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4.4 Measure of Success

60% of students assessed with achieve a score of 50 or greater on the rubric

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

No data was gathered for this class.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

No data was received for this class.

1.4.5.4 Distance Learning: Analysis and Evaluation

No data was received for this class.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

No data was received for this class.

Program Name: HUMA.1301

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

HUMA 1301, Introduction to Humanities

1.1 Division-Department

Language Arts - Humanities

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

1. Students will gain understanding of the ways in which the Humanities engage, express, and inform diverse human experiences, situated within distinctive social, cultural, and historical settings, through the analysis and interpretation of works of art, religion, philosophy, and literature, selected from a variety of world cultures and apply multiple theoretical, critical, and analytical perspectives to the study of history, the arts, and the humanities, in order to interpret and appreciate the humanistic traditions of diverse cultures and peoples.

1.4.2 Learning Activities

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 implemented to assess each students ability to communicate their comprehension of this concept. The essay question will be graded on a rubric based on a 4.0 scale. Expected results for this baseline use of the outcome are an average of 3.0 for Comprehension/Critical Thinking and 3.0 for Written Communication Skills.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4.4 Measure of Success

Indicates: 95% of enrolled students who attempted the suggested learning activity demonstrated at least 75% mastery of the specified assignment; 81% of enrolled students whether or not they attempted the assignment demonstrated mastery.

1.4.5 Data Summary Data Summary

SLO 1:1. Students will gain understanding of the ways in which the Humanities engage, express, and inform diverse human experiences, situated within distinctive social, cultural, and historical settings, through the analysis and interpretation of works of art, religion, philosophy, and literature, selected from a variety of world cultures and apply multiple theoretical, critical, and analytical perspectives to the study of history, the arts, and the humanities, in order to interpret and appreciate the humanistic traditions of diverse cultures and peoples.

Activity: 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 implemented to assess each students ability to communicate their comprehension of this concept. The essay question will be graded on a rubric based on a 4.0 scale. Expected results for this baseline use of the outcome are an average of 3.0 for Comprehension/Critical Thinking and 3.0 for Written Communication Skills.

Benchmark: 94%/43%

Indicates: 95% of enrolled students who attempted the suggested learning activity demonstrated at least 75% mastery of the specified assignment; 81% of enrolled students whether or not they attempted the assignment demonstrated mastery.

This cycle: Only 68% achieved mastery.

1.4.5.1 Analysis and Evaluation Analysis & Evaluation

A change will need to take place with either the benchmark or the SLO. This will be discussed at our fall meeting.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes Changes

We will visit the SLO, benchmark, and activity in our fall meeting. A possible change will need to take place.

1.4.5.4 Distance Learning: Analysis and Evaluation DL Analysis and Evaluation

A change will need to take place with either the benchmark or the SLO. This will be discussed at our fall meeting.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.6 Distance Learning: Description of Changes DL Changes

We will visit the SLO, benchmark, and activity in our fall meeting. A possible change will need to take place.

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

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.

1.5.2 Learning Activities

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. Essay will be the primary method for this assessment.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)**

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.5.4 Measure of Success

Yes; see above data. The submission of the assignment reflects the PR by the students and the reaction to the topic involves SR as well.

1.5.5 Data Summary Data Summary

SLO: 2. Students will communicate an understanding of the major concept of darkness and light in relation to learning and the arts and provide concrete examples of this concept. The terms "light" and "darkness" serve as representative of key ideas and movements of the eras covered in the course. Activity: 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. The essay will be the primary method for this assessment.

Benchmark: 94%/43%

Indicates: 95% of enrolled students who attempted the suggested learning activity demonstrated at

least 75% mastery of the specified assignment; 81% of enrolled students whether or not they attempted the assignment demonstrated mastery.

This cycle, we fell short of this benchmark with only 68% achieving mastery.

1.5.5.1 Analysis and Evaluation Analysis & Evaluation

A change will need to take place with either the benchmark or the SLO. This will be discussed at our fall meeting.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.3 Description of Changes Changes

We will visit the SLO, benchmark, and activity in our fall meeting. A possible change will need to take place.

1.5.5.4 Distance Learning: Analysis and Evaluation DL Analysis and Evaluation

A change will need to take place with either the benchmark or the SLO. This will be discussed at our fall meeting.

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.6 Distance Learning: Description of Changes DL Changes

We will visit the SLO, benchmark, and activity in our fall meeting. A possible change will need to take place.

Program Name: INRW.0310

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

INRW.0310, Integrated Reading & Writing I

1.1 Division-Department

College Readiness

1.2 Course Type

Academic General Education Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Communication Skills	
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Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

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

1.4.2 Learning Activities

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.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
--	----------------------------

Communication Skills	
----------------------	--

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

1.4.4 Measure of Success

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.

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

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

68% of our students completed this goal, not at the standard, but very close.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

We are hoping that changes made to the curriculum will boost success in this area. We will also be redefining our goals to meet the same measurements as credit English.

1.4.5.4 Distance Learning: Analysis and Evaluation

Only 50% of the students met this goal online. Our instructor was very disappointed by her students lack of engagement.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.6 Distance Learning: Description of Changes

We are hoping that getting students more engaged will increase these measures. Making them aware of the student supports available may be key to getting them to take more responsibility for their work.

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

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

1.5.2 Learning Activities

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.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

1.5.4 Measure of Success

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

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

78% of students succeeded in this goal, easily met.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.3 Description of Changes

We will be making our new goals align with those in the English department. This will give us more complete data, and make it easier to compare the students' success.

1.5.5.4 Distance Learning: Analysis and Evaluation

50% success rate online. Not quite to our goal, but getting there! We hope that an increased awareness of time management and other skills will get better results.

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alter classroom engagement strategy (team project, contests, technology use, etc.)

1.5.5.6 Distance Learning: Description of Changes

Making students more aware of their activities and responsibilities should help with this goal.

1.6 Measured Outcome

1.6.1 Student Learning Outcomes

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

1.6.2 Learning Activities

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

1.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
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1.6.4 Measure of Success

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

1.6.5 Data Summary

1.6.5.1 Analysis and Evaluation

77% of our students met this goal. An excellent number, but far short of where we should be on this basic skill.

1.6.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.6.5.3 Description of Changes

We think that by increasing our expectations on this goal, faculty will place more emphasis on it's importance.

1.6.5.4 Distance Learning: Analysis and Evaluation

Again 50% here, with the same reasoning. Students in this online class were not engaged, and did not turn in assignments.

1.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alter classroom engagement strategy (team project, contests, technology use, etc.)

1.6.5.6 Distance Learning: Description of Changes

We hope that increasing students awareness of the help and reinforcing our commitment to their success will help us bring these numbers up.

1.7 Measured Outcome

1.7.1 Student Learning Outcomes

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.

1.7.2 Learning Activities

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.

1.7.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
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1.7.4 Measure of Success

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)

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?

1.7.5 Data Summary

This goal was actually deleted by the faculty, so no measurements were available. It was inadvertently copied, and will be removed for future reports.

1.7.5.1 Analysis and Evaluation

No results

1.7.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.7.5.3 Description of Changes

This goal has been deleted.

1.7.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.7.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.7.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: INRW.0320

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

INRW.0320, Integrated Reading & Writing II

1.1 Division-Department

College Readiness

1.2 Course Type

Academic General Education Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

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

1.4.2 Learning Activities

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.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
--	----------------------------

Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
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1.4.4 Measure of Success

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

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

Students easily met the goal on this important topic. 75% of them succeeded.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

Raising the benchmark will continue to demonstrate the importance of this skill for our reading students.

1.4.5.4 Distance Learning: Analysis and Evaluation

While not as impressive as the results for face to face, 67% of the students reached this goal.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes

Even though we did not meet the goal, raising the benchmark will put more emphasis on the skill, and we hope that will translate to better results.

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

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

1.5.2 Learning Activities

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.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General	General
Education (Use	Education
for LEAPs)	Outcomes

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and

visual communication

1.5.4 Measure of Success

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

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

Students were very well prepared for this task. 80% of them reached the goal. We will continue to use this goal, and count our efforts as successful.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.5.5.3 Description of Changes

Because of our high success rate, we think that we can use outside resources and supports to try to reach those who are not being successful. We clearly see that this is an attainable goal, so we are hoping that this will catch that other 20%.

1.5.5.4 Distance Learning: Analysis and Evaluation

74% of the students were successful at this task. We reached our goal, and this was the first online class that had similar results to the face to face courses.

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.5.5.6 Distance Learning: Description of Changes

Making a student feel supported in an online class is more difficult, but we think that this effort will be rewarded with even better results. There are many ways in which we can accomplish this, especially in our new Canvas system. A more uniform approach will also be emphasized.

1.6 Measured Outcome

1.6.1 Student Learning Outcomes

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

1.6.2 Learning Activities

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

1.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

1.6.4 Measure of Success

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

1.6.5 Data Summary

1.6.5.1 Analysis and Evaluation

This goal was met by our students-77%. We will be changing to emphasize different criteria in the next year.

1.6.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.6.5.3 Description of Changes

Faculty would like to focus more on writing skills, so this goal will be changed in the next year.

1.6.5.4 Distance Learning: Analysis and Evaluation

68% of the online students succeeded at this goal. Again, it is going to be replaced with a more writing oriented goal.

1.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.6.5.6 Distance Learning: Description of Changes

Replacement with a more writing oriented goal is planned for next year.

1.7 Measured Outcome

1.7.1 Student Learning Outcomes

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.

1.7.2 Learning Activities

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.

1.7.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

1.7.4 Measure of Success

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)

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?

1.7.5 Data Summary

1.7.5.1 Analysis and Evaluation

This goal had been deleted, and was copied in error.

1.7.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.7.5.3 Description of Changes

deleted goal.

1.7.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.7.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.7.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: MATH.1314

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

MATH 1314, College Algebra

1.1 Division-Department

Science and Mathematics - Math

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Recognize and apply polynomial, rational, radical, exponential and logarithmic functions and solve related equations.

1.4.2 Learning Activities

Homework requiring written solutions of polynomial, rational, radical, exponential and logarithmic equations will be assigned and graded upon each students written step-by-step justification for his/her solution, upon the logic of their written work, and upon the mechanics of a correct solution, the organization apparent in their solution, and the connection of their written work to the lesson at hand. Each principle will be applied to many slightly new situations. Students will need to choose among several approaches and to relate new material to older established mathematical methods. Solving problems on quizzes and tests will also be used to teach this outcome and will require the same format for problems.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking Skills (CT): To include creative thinking, innovation,

Critical Thinking	inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4.4 Measure of Success

(Change is we used radical and quadratic equations in FY16. Will use rational, radical, exponential, & logarithmic equations in FY17.)

Y CT: 70%/70%

Y CM: 70%/70%

Y EQ: 70%/70%

1.4.5 Data Summary

840 students (177 internet and 663 face-to-face) were assessed, representing all 3 main campuses where College Algebra is offered and 10 of 11 high school campuses where College Algebra is offered and 3 prison units where College Algebra was offered both by ITV and face-to-face. Percents successful of those students assessed, by Core Objective were:

COM: 77.4% all, 76.8% internet, 77.5% face-to-face

CT: 73.8% all, 76% internet, 73% face-to-face

EQR: 74.5% all, 87.6% internet, 71% face-to-face

However, the percent of students enrolled who were not available for assessment (probably indicative of a similar drop out rate) was 18.8% for all, 25.9% for internet, and 16.7% for face-to-face.

1.4.5.1 Analysis and Evaluation

Math 1314 met the goals for percentages of successful students out of all assessed students in all Core Objectives.

The mathematics department is not comfortable with such a high rate of students who were not available for assessment.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

The mathematics department could either raise the benchmark or raise the goal percent for successful students.

1.4.5.4 Distance Learning: Analysis and Evaluation

Math 1314 internet sections met the goal in each Core Objective. These sections had higher success rates than face-to-face sections. However, they also had significantly higher rates of students being not available for assessment (25.9% for internet but 16.7% for face-to-face).

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes

Raising the benchmark or raising the goal percentage for successful students would allow the mathematics department to continue to evaluate this important student learning outcome.

Program Name: MATH.1324

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

MATH 1324, Mathematics for Business and Social Sciences

1.1 Division-Department

Science and Mathematics - Math

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General	General
Education (Use	Education
for LEAPs)	Outcomes

Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Apply basic matrix operations, including linear programming methods, to solve application problems.

1.4.2 Learning Activities

Homework requiring written matrix solutions of the linear programming problem will be assigned and graded upon each students written step-by-step justification (choices of pivots and row operations) for his/her solution, upon the organization apparent in their solution, and the connection of their written work to the lesson at hand. The principles will be applied to several different situations including modeling of written problems and then solving with matrices. Logical choices of pivots and row operations, readable mechanics, correct numerical calculations, and accurate interpretation of results will be required. Solving problems on quizzes and tests will also be used to teach this topic and the same format for problems will be required.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General	General
Education (Use	Education
for LEAPs)	Outcomes

Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4.4 Measure of Success

Y CT: 75%/70% goal

Y CM: 75%/70% goal

Y EQ: 75%/70% goal

1.4.5 Data Summary

102 students (33 of which were online) representing the three main campuses which offer Math 1324 were assessed. The success rates by Core Objective were:

COM: 55.9% all, 33.3% online, 66.7% face-to-face

CT: 58% all, 58% online, 58% face-to-face

EQR: 54.9% all, 54.5% online, 55.1% face-to-face

Rates of students who were not available for assessment were 33.8% overall, 50.7% online, and 20.7% face-to-face.

1.4.5.1 Analysis and Evaluation

No goals were met. The possible drop out rate for online students (as indicated by the high percentages who were not there for the assessment) was very high at over half of online students.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

Math 1324 students had been meeting the goals for this learning outcome (linear programming with Simplex Method) with a lower benchmark, though they dislike the topic. The topic is the entire reason for the separate Business Algebra course. College Algebra would give a stronger preparation for business students if they only needed to be prepared for Business Calculus, but Math 1324 is the only course that teaches them Simplex Method, and this does need to be assessed. A benchmark of 70% with a goal of 60% of assessed students successful would continue to assess an important student learning outcome and offer a stronger possibility for success. Of course, peer tutoring and working with the CSC will be important also.

1.4.5.4 Distance Learning: Analysis and Evaluation

Distance learning students did not fare well at all on this learning outcome. 50.7% weren't even assessed for it, and it's in the middle of the course. Probably they were assessed at the end of the course and had dropped out by then. Online students do drop out at higher rates when they are stressed than face-to-face students.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes

Lowering the benchmark would allow online instructors to believe that success is more possible for their online students. They could also look at a different textbook for online sections (but one that does cover all the learning outcomes for the course - including Simplex Method).

Program Name: MATH.1325

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

MATH 1325, Calculus for Business and Social Sciences

1.1 Division-Department

Science and Mathematics - Math

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General	General
Education (Use	Education
for LEAPs)	Outcomes

Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Determine appropriate technique(s) of integration.

1.4.2 Learning Activities

Students will be assigned homework requiring them to solve indefinite integrals in order to use marginal cost, marginal revenue, and marginal profit functions to find total cost, revenue, and profit functions. They will apply definite integrals to find total income, present value and future value of continuous income streams and to find consumers surplus and/or producers surplus from demand and supply functions. Homework will include written solutions with step-by-step justification for the solutions. It will also be graded based upon the logic of the written work and upon the mechanics of a correct solution, the organization apparent in the solutions, and connection of the written work to the lesson at hand. Each application will be used in several slightly different situations. Students will need to choose among several formulas and methods and to relate new material to older established mathematical methods. Solving problems on quizzes and tests will also require the same format for problems.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General	General
Education (Use	Education
for LEAPs)	Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4.4 Measure of Success

Y CT: 60%/60%

Y CM: 60%/60%

Y EQ: 60%/60%

1.4.5 Data Summary

33 students from 3 sections (1 internet) of Math 1325, representing the 3 campuses which offer the course, were assessed. Success rates of those assessed by Core Objectives were:

COM: 91% all, 100% internet, 86% face-to-face

CT: 91% all, 91% internet, 91% face-to-face

EQR: 94% all, 100% internet, 91% face-to-face

The rates at which students were unavailable for assessment (and may have quit the course before they got to this late-in-the-course topic) were 31.3% for all students, 38.9% for internet students, and 26.7% for face-to-face students.

1.4.5.1 Analysis and Evaluation

Students who were assessed were successful at the relatively low benchmark of 60%. Too many students were not available for assessment.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

The math department will raise the benchmark to 65%. They lowered it this year because of dismal results on this difficult topic last year, but 60% was too low.

1.4.5.4 Distance Learning: Analysis and Evaluation

Online students who persevered and were assessed did even better than face-to-face students on this learning outcome.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes

Instructors need to require a higher benchmark for successfully mastering this learning outcome. 65% for success is still moderately low, but is between the benchmark (70%) where few sections were successful and this year's benchmark at 60%.

Program Name: MATH.1332

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

MATH 1332, Contemporary Mathematics

1.1 Division-Department

Science and Mathematics - Math

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will be able to solve problems in mathematics of finance.

1.4.2 Learning Activities

Written homework assignments will require students to be able to use formulas to calculate math of finance quantities, such as simple interest, amount owed on a loan, etc. Students will need to be able to select the correct formula and method to solve problems and clearly communicate their work and their results.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills (EQS): To include the manipulation

Empirical and Quantitative Skills and analysis of numerical data or observable facts resulting in informed conclusions

1.4.4 Measure of Success

Benchmark: 65%

Goal: 65% achieve benchmark.

1.4.5 Data Summary

133 students (70 internet, 34 TDCJ - 19 via ITV, and 29 on campus face-to-face) representing 2 of the 3 main campuses and 3 TDCJ units, were assessed for this learning outcome. Resultant success rates by Core Objective were:

COM: 67% overall, 60% internet, 85% TDCJ, 62% on campus face-to-face

CT: 71% overall, 60% internet, 82% TDCJ, 83% on campus face-to-face

EQR: 69% overall, 60% internet, 79% TDCJ, 79% on campus face-to-face

The rate at which students were not available for assessment was 9.5% overall.

1.4.5.1 Analysis and Evaluation

The goal was slightly exceeded by an overall look at all students assessed. Areas of concern would be the success rates of internet students in all Core Objectives and the communication success rate for on campus face-to-face students.

The rates at which enrolled students were not available for assessment were relatively low compared to other mathematics classes. This rate was much higher for on campus face-to-face students, at 17% compared to 7-9% for other enrolled students in this class.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

An increase in the benchmark for individual student success or an increase in the goal for a percent of students who reach the benchmark for success would be appropriate. The fact that many more students should be choosing Math 1332 beginning in Fall 2017 if they follow the Pathway Guidelines, may make next year's data completely different.

1.4.5.4 Distance Learning: Analysis and Evaluation

Lower internet success rates that did not meet the goal contrasted with lower rates of students not available for assessment send opposite signals. Internet Math 1332 students may have dropped out at lower rates, while they also succeeded at lower rates. This may indicate that internet students expected to succeed but then did not.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.6 Distance Learning: Description of Changes

Many internet students may believe that instructional support services, peer tutoring, and group work are not available to them, but in many cases students have chosen internet sections for reasons other than necessity and might be able to avail themselves of these avenues of support. Also, the new Canvas platform for internet courses may allow better interaction between students and faculty and students and their fellow students.

Program Name: MATH.1342

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

MATH 1342, Statistics

1.1 Division-Department

Science and Mathematics - Math

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Compute and interpret empirical and theoretical probabilities using the rules of probabilities and combinatorics.

1.4.2 Learning Activities

Homework requiring written solutions of problems computing and interpreting probabilities will be required and students will submit their work for evaluation based on their step-by-step justification for their solutions, upon the logic of their written work, and upon the mechanics of correct solution, the organization apparent in their solutions, and the connection of their written work to the lesson at hand. Each principle will be applied to several different situations. Students will need to choose among several formulas and to relate the new probability formulas to older established mathematical methods. This learning activity requires student to use quantitative measures to make informed decision regarding significance of data. Problem solutions of quizzes and tests will require the same format and thus are also part of the learning activities for this learning outcome.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4.4 Measure of Success

Y CT: 60%/60%

Y CM: 60%/60%

Y EQ: 60%/60%

1.4.5 Data Summary

366 students (158 internet students and 208 face-to-face students), representing all 3 main campuses and 7 of 8 high school campuses which offer Math 1342, were assessed for this learning outcome.

Success rate of assessed students, by Core Objectives, were:

COM: 88% overall, 85% internet, 90% face-to-face

CT: 84% overall, 85% internet, 83% face-to-face

EQR: 82% overall, 85% internet, 79% face-to-face

The rates at which enrolled students were not available for assessment (probably related to the drop out rates for classes since they were assessed on the Final Exam) were 11% overall, 18% for internet, and 5% for face-to-face sections.

1.4.5.1 Analysis and Evaluation

All goals were met and the rate of non-assessed students was low in comparison with other math classes.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

The benchmark and the goal percent for assessed students were both modest. Both should probably be raised to 70% as this course becomes increasingly important in Pathways.

1.4.5.4 Distance Learning: Analysis and Evaluation

Internet students exceeded the goals in all Core Objectives.

The rate at which students were unavailable for assessment (probably related to the drop out rate) were much higher for internet students.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes

The goal percent for students who successfully meet the benchmark for success and the benchmark itself should be raised to 70%. This would bring Math 1342 more in line with other Core Mathematics courses.

Program Name: MATH.1350

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

MATH 1350, Fundamentals of Mathematics I

1.1 Division-Department

Science and Mathematics - Math

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The student should learn to apply the development of the real number system to problem solving and critical thinking.

1.4.2 Learning Activities

Homework, Class Activities, and Tests will require students to submit written solutions to problems showing step-by-step justifications for their solutions. Work will also be evaluated on the logic of their written work, and upon the mechanics of a correct solution, the organization apparent in their solution, and the connection of their written work to the lesson at hand. Each principle will be applied to many slightly different situations. Students will need to choose among several approaches and to relate new material to older established mathematical methods.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4.4 Measure of Success

Y CT: 70%/75% goal

Y CM: 70%/75% goal

Y EQ: 70%/75% goal

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

20 students from two sections, representing 2 of 3 main campuses, were assessed. Success rates by Core Objective were:

COM: 85%

CT: 65%

EQR: 95%

The rate at which students were not available for assessment was 5%.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

The rate at which Math 1350 students exceeded the goal of 75% of assessed students reaching the benchmark for success of 70% was high in COM and EQR. It was below the goal in critical thinking. Raising the benchmark and the goal seem appropriate.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable No distance learning sections of Math 1350 were offered.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes

Not applicable Distance learning sections of Math 1350 are not planned.

Program Name: MATH.1351

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

MATH 1351, Fundamentals of Mathematics II

1.1 Division-Department

Science and Mathematics - Math

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The student should learn to use statistics to describe, graph and analyze data.

1.4.2 Learning Activities

Homework, quizzes, presentations, and tests will require students to describe, graph and analyze data, producing written work which will be evaluated on each students step-by-step justification for his/her work, upon the logic or their written analysis, and upon the mechanics of a correct conclusion, the organization apparent in their solution, and the connection of their work to the lesson at hand. Each principle will be applied to many slightly different situations. Students will need to choose among several approaches and to relate new material to older established mathematical methods. Students will use quantitative measures (electronic, graphical, tabular, and numerical) to make informed decisions regarding the significance of the data analyzed.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4.4 Measure of Success

Y CT: 70%/70%

Y CM: 70%/70%

Y EQ: 70%/70%

1.4.5 Data Summary

27 students, representing all 3 main campuses which offer Math 1351, were assessed. Success rates by Core Objectives were:

COM: 89%

CT: 93%

EQR: 89%

The rate at which enrolled students were unavailable for assessment was 6.5%.

1.4.5.1 Analysis and Evaluation

All goals were exceeded and the rate at which students were unavailable for assessment was low.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

Both the benchmark for success and the goal for expected student success rate can be raised. But a very high success rate at a 70% benchmark may not mean that this will continue with a higher benchmark.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable No distance learning sections of Math 1351 were offered.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes

Not applicable Current plans do not include any distance learning sections of Math 1351.

Program Name: MATH.2312

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

MATH 2312, Pre-Calculus

1.1 Division-Department

Science and Mathematics - Math

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General	General
Education (Use	Education
for LEAPs)	Outcomes

Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Solve right and oblique triangles.

1.4.2 Learning Activities

Homework requiring written solutions of right triangles and later oblique triangles will be assigned and graded upon each students written step-by-step justification for his/her solution, upon the logic of their written work, and upon the mechanics of a correct solution, the organization apparent in their solution, and the connection of their written work to the lesson at hand. Each solution method (Law of Sines and/or Law of Cosines or other trigonometric methods or algebraic methods) will be applied to several different situations. Students will need to choose among several approaches and to relate new material to older established mathematical methods. Solving problems on quizzes and tests will also require the same format for problems.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General	General
Education (Use	Education
for LEAPs)	Outcomes

Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4.4 Measure of Success

Y CT: 70% / 70%(tests)

Y CM: 70%/ 70%(tests)

Y EQ: 70% / 70%(tests)

1.4.5 Data Summary

147 students (27 internet and 120 face-to-face) from 9 of 10 sections offered, representing all 3 main campuses and 4 of 5 high school campuses that offer Math 2312, were assessed for this learning outcome. Success rates of assessed students in each Core Objective were:

COM: 71% overall, 70% internet, 71% face-to-face

CT: 72% overall, 78% internet, 71% face-to-face

EQR: 73% overall, 85% internet, 71% face-to-face

The rates at which enrolled students were unavailable for assessment were 15% overall, 37% for internet students, 8% for face-to-face students.

1.4.5.1 Analysis and Evaluation

All goals were met or exceeded.

However, the rates at which enrolled students were unavailable for assessment varied considerably (8% for face-to-face students versus 37% for internet students). This may indicate that marginal internet students gave up at a higher rate than face-to-face students.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

Raising the benchmark for success slightly or raising the goal for a higher percent of successful students is indicated.

1.4.5.4 Distance Learning: Analysis and Evaluation

Internet students met or exceeded goals in all Core objectives, but they had significantly higher percentages of successful students than face-to-face students in the areas of critical thinking and empirical and quantitative reasoning.

37% of enrolled internet students were unavailable for assessment. That compares unfavorably with 8% of face-to-face students who were not assessed.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes

The benchmark for success and/or the percent goal of successful students can be raised for internet students. However, there may be some marginal internet students who can and should be encouraged to seek peer tutoring, student support services, and online group discussions to help them succeed instead of dropping out to try again later. The new Canvass platform for internet classes may allow more online support for marginal students as well.

Program Name: MATH.2318

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

MATH 2318, Linear Algebra

1.1 Division-Department

Science and Mathematics - Math

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General	General
Education (Use	Education
for LEAPs)	Outcomes

Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Demonstrate understanding of the concepts of vector space and subspace

1.4.2 Learning Activities

Homework requiring written determination of the rank and dimension of a vector space and subspace will be assigned and assessed based upon each students written step-by-step justification for his/her solution, upon the logic of their written work, and upon the mechanics of a correct solution, the organization apparent in their solution, and the connection of their written work to the lesson at hand. Each principle will be applied to many slightly different situations. Students will need to choose among several approaches and to relate new material to older established mathematical methods from calculus and algebra. Solving these problems on quizzes and tests will require the same format and thus will also serve as learning activities for this outcome.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General	General
Education (Use	Education
for LEAPs)	Outcomes

Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4.4 Measure of Success

Y CT:70%/70%

Y CM:70%/70%

Y EQ: 70%/70%

1.4.5 Data Summary

6 students from 1 section on one main campus were assessed for this learning outcome. Success rates by Core objectives were:

COM: 50%

CT: 50%

EQR: 50%

All enrolled students were assessed. Students persevered to the end, but half were not successful in Core Objectives even though most passed the course.

1.4.5.1 Analysis and Evaluation

This is a difficult course and students were perhaps focused on content rather than proper presentation of elegant proofs. However, they did not succeed at the goal percentage rate of 70%.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

The mathematics department wants to change to the second SLO - matrix operations - for next year. Although students in this small class did not meet the goal for understanding and using vector spaces and subspaces, students in this class are primarily engineering students who will need a working knowledge of linear algebra rather than a proof oriented understanding of vector spaces.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable No distance learning sections of Math 2318 were offered.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Alternative assignment/activity

1.4.5.6 Distance Learning: Description of Changes

Not applicable No distance learning sections of Math 2318 are planned.

Program Name: MATH.2320

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

MATH 2320, Differential Equations

1.1 Division-Department

Science and Mathematics - Math

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Solve ordinary differential equations and systems of equations using:

Direct integration

Separation of variables

Reduction of order

Methods of undetermined coefficients and variation of parameters

Series solutions

Operator methods for finding particular solutions

Laplace transform methods

1.4.2 Learning Activities

Homework requiring written solutions of all the listed types of solutions of differential equations will be assigned and assessed based upon each students written step-by-step justification for his/her solution, upon the logic of their written work, and upon the mechanics of a correct solution, the organization apparent in their solution, and

the connection of their written work to the lesson at hand. Each principle will be applied to many slightly different problems. Students will need to choose among the several methods and approaches and to relate new material to older established mathematical methods from calculus and algebra. Solving problems on quizzes and tests will also require the same format for problems and thus will also be used as learning activities for this outcome.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

*General Outcomes Links***General Education (Use for LEAPs)** General Education Outcomes

Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4.4 Measure of Success

Y CT:80%/80%

Y CM; 80%/80%

Y EQ; 80%/80%

1.4.5 Data Summary

6 of 7 enrolled students, from one section of Math 2320 on one campus, were assessed for this learning outcome. Success rates by Core Objective were:

COM: 100%

CT: 100%

EQR: 100%

One student quit taking tests and only attended sporadically. So the rate at which students were available for assessment was only 86%.

1.4.5.1 Analysis and Evaluation

This learning outcome is so comprehensive of everything in the course that assessment had to be completed near the end of the course. This also makes it difficult to change the learning outcome for next year even though the benchmark for success was 80%.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

The mathematics department will leave the benchmark for success at 80% but change the goal success rate to 85% of students.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable No distance learning section was offered.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes

Not applicable No distance learning section of this small difficult course is planned.

Program Name: MATH.2413

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

MATH 2413, Calculus I

1.1 Division-Department

Science and Mathematics - Math

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General	General
Education (Use	Education
for LEAPs)	Outcomes

Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Evaluate definite integrals using the Fundamental Theorem of Calculus.

1.4.2 Learning Activities

Students will be assigned to turn in homework problems evaluating definite integrals. They will be required to show step-by-step justifications for their results and to choose among the several integral formulas and to apply the Fundamental Theorem of Calculus in order to reach a correct solution. Their work will also be graded based on the logic of their written work, the organization apparent in their solution, and the connection of their written work to the lesson at hand. Each principle will be applied to many slightly different situations. Students will use both new and old material and will need to make and identify connections. Solving problems on quizzes and tests will also require the same format for problems and thus will also be part of their learning activities

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General	General
Education (Use	Education
for LEAPs)	Outcomes

Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4.4 Measure of Success

Y CT: 60% get 60%

Y CM: 60% get 60%

Y EQ: 60% get 60%

1.4.5 Data Summary

111 students (22 internet and 89 face-to-face) from 8 sections of Math 2413, representing 2 main campuses and 4 high school campuses), were assessed for this learning outcome. Success rates by Core Objective were:

COM: 89% overall, 86% internet, 90% face-to-face

CT: 91% overall, 86% internet, 92% face-to-face

EQR: 89% overall, 86% internet, 90% face-to-face

The rates at which enrolled students were unavailable for assessment were 21% overall, but ranged from 13% for face-to-face students to 44% for internet students.

1.4.5.1 Analysis and Evaluation

All goals were exceeded. Since this learning outcome is relatively easier than some others in the course, but is covered late in the course, both the high success rates and the high rates at which students were unavailable for assessment may be understandable.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

The benchmark should be significantly higher, because this topic is so essential to the next course in a calculus sequence and because it is also essential for students who will stop with Calculus I. The math department chose a lower benchmark to start with on evaluating this learning outcome because it was near the end of the course, but that actually makes students score higher on it and it is relatively easier. The benchmark should move to at least 70% with a goal of 70% of students successful.

1.4.5.4 Distance Learning: Analysis and Evaluation

Distance education sections met all goals.

The rate at which distance education students were unavailable for assessment is very high at 44%.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes

The benchmark should be significantly higher, because this topic is so essential to the next course in a calculus sequence and because it is also essential for students who will stop with Calculus I. The math department chose a lower benchmark to start with on evaluating this learning outcome because it was near the end of the course, but that actually makes students score higher on it and it is relatively easier. The benchmark should move to at least 70% with a goal of 70% of students successful.

Additionally, marginal distance learning students who are able to do so should be encouraged to access student support services, peer tutoring, and online group discussions and study sessions. They may feel completely alone, but the improved interactive capability of the new Canvass platform may help that as well as the suggested emphasis on making marginal distance education students aware of available options.

Program Name: MATH.2414

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

MATH 2414, Calculus II

1.1 Division-Department

Science and Mathematics - Math

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General	General
Education (Use	Education
for LEAPs)	Outcomes

Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Use substitution, integration by parts, trigonometric substitution, partial fractions, and tables of anti-derivatives to evaluate definite and indefinite integrals.

1.4.2 Learning Activities

Methods of integration homework problems will be assigned and graded upon each students written step-by-step justification for his/her solution, upon the logic of their written work, and upon the mechanics of a correct solution, the organization apparent in their solution, and the connection of their written work to the lesson at hand. Each method will be applied to many different situations. Students will need to choose among several approaches (formulas, substitution and formulas, integration by parts, trigonometric substitution, partial fractions, or tables of anti-derivatives) more than one of which may work. Students will need to relate the new material to older established integration methods. Solving integral problems on quizzes and tests will also require the same format for problems and will thus also be a learning activity for students

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General	General
Education (Use	Education
for LEAPs)	Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4.4 Measure of Success

Y CT:70%/70%

Y CM:70%/70%

Y EQ:70%/70%

1.4.5 Data Summary

46 students (10 internet and 36 face-to-face), representing two main campuses and 2 high school campuses, were assessed. Success rates by Core objectives were:

COM: 87% overall, 80% internet, 89% face-to-face

CT: 87% overall, 80% internet, 89% face-to-face

EQR: 83% overall, 80% internet, 83% face-to-face

Only 8% of all students enrolled were not available for assessment. This ranged from 3% for face-to-face students to 23% for internet students.

1.4.5.1 Analysis and Evaluation

All goals were exceeded.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

This is a very important learning outcome and should be evaluated again with a higher benchmark and a higher goal.

1.4.5.4 Distance Learning: Analysis and Evaluation

All goals were exceeded.

The rate at which internet students were unavailable for assessment is far too high in this difficult, but essential for science and mathematics pathways, course. If this is the first difficult mathematics course that students have taken by internet, then the tendency of marginal students to quit and try again later may be understandable.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes

Distance learning Math 2414 students may not have previously encountered so difficult a math course online. If they have available student support services then they need to avail themselves of these and the math department needs to encourage this. Additionally, the new, more interactive Canvas platform for distance education courses may make online group study and discussion more effective.

Program Name: MATH.2415
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

MATH 2415, Calculus III

1.1 Division-Department

Science and Mathematics - Math

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Find extrema and tangent planes.

1.4.2 Learning Activities

Homework requiring written solutions of problems asking for relative and absolute extrema and for equations of tangent planes to three dimensional surfaces will be assigned and graded based upon each student's written step-by-step justification for his/her solution, upon the logic of their written work, and upon the mechanics of a correct solution, the organization apparent in their solution, and the connection of their written work to the lesson at hand. Each principle will be applied to many slightly different situations. Students will need to choose among several approaches and to relate new material to older established mathematical methods. Solving problems on quizzes and tests will also require the same format for problems and quizzes and tests will also be part of the learning activities for this outcome

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking Skills (CT): To include creative thinking, innovation,

Critical Thinking	inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4.4 Measure of Success

Y CT: 70%/70%

Y CM: 70%/70%

Y EQ: 70%/70%

1.4.5 Data Summary

Seven students (from one section on one campus) were assessed. Success rates by Core objective were:

COM: 86%

CT: 86%

EQR: 71%

All students enrolled were assessed.

1.4.5.1 Analysis and Evaluation

All goals were met, but the EQR goal was barely met.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

Success rates should be high in this last course in the calculus sequence. The math department needs to raise the benchmark and the goal percent of students to be successful at that benchmark.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable No distance learning section was offered.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes

Not applicable No distance learning sections of Math 2415 are planned.

Program Name: MUSI.1306

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

MUSI 1306, Music Appreciation

1.1 Division-Department

Speech and Fine Arts - Music

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will demonstrate sensitivity to differing points of view through a group project that results in a shared perspective.

1.4.2 Learning Activities

Students will be divided into groups and assigned a topic on which they will make an oral/visual presentation to the class. Each student will be assigned a particular area to cover (ex. historical background, musical output, etc.) based on the topic assigned.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education (Use
for LEAPs)** General
Education
Outcomes

Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
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1.4.4 Measure of Success

80% of the students will score at least 70% of the available points for this element.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

The F2F students far exceeded the Team Work requirement of 80% scoring at least 70%. It appears that the Team Work activity needs to be changed, or the requirement needs to be increased.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

Since the students are far exceeding the 70% mark, the benchmark needs to be increased to: 80% will score at least 80% on the Team Work portion of the rubric.

1.4.5.4 Distance Learning: Analysis and Evaluation

Ninety-four percent of the online students scored at least a 70% on the rubric pertaining to Team Work. Instructor KHuggins noted that the requirement is only 70% when MUSI requires 80%. The requirement could be raised if students are easily exceeding the original benchmark.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Increase Team Work requirement to 80% will score at least 80% of the available point for this element on the rubric.

Next semester I am considering adding an additional group project where students analyze and collectively write a report over a music Ted Talk.

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Students will be exposed to cultural performances.

1.5.2 Learning Activities

The students will be required to write a critique of the music and the performance of the concert attended. This critique will include an historical background of the musical literature, language and terminology appropriate to the subject matter, and supported opinion of the performance.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General	General
Education (Use	Education
for LEAPs)	Outcomes

Critical Thinking Skills (CT): To include creative thinking, innovation,

Critical Thinking	inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

1.5.4 Measure of Success

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.

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

The F2F students did not perform well on the Communication and Critical Thinking portion of the rubric. COMM: 50% of the students who submitted a written report of a musical performance scored at least a 4 on the communication portion of the rubric, based on effective application of writing skills in the report. The criteria required that at least 75% score 4 or higher.

CT: 50%, instead of the required 75%, of the students demonstrated a minimum rating of 4 on the critical thinking portion of the rubric, based on their ability to support their opinion of the performance.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.3 Description of Changes

1) Suggest offering extra credit to those students participating in LEAPS study. (2) Strongly recommend utilizing performances in the home institution. (3) Suggest LEAP feedback to disciplines at end of FY to inform participants of outcomes.

1.5.5.4 Distance Learning: Analysis and Evaluation

While the F2F classes did not do well in the Communication and Critical Thinking areas, the online classes did very well.

Comm: 90% of the students demonstrated a minimum rating of 4 on the communication portion of the rubric, based on effective application of writing skills in the report.

CT: 90% of the students demonstrated a minimum rating of 4 on the critical thinking portion of the rubric, based on their ability to support their opinion of the performance.

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.5.5.6 Distance Learning: Description of Changes

In order to ensure academic integrity, I will be requiring students next semester to submit a photo of their programs from concert venues attended with their papers.

1.6 Measured Outcome

1.6.1 Student Learning Outcomes

Students will demonstrate mastery of communication skills in appreciation of music.

1.6.2 Learning Activities

The students will be required to write a critique of the music and the performance of the concert attended. This critique will include an historical background of the musical literature, language and terminology appropriate to the subject matter, and supported opinion of the performance.

Students will be divided into groups and assigned a topic on which they will make an oral/visual presentation to the class. Each student will be assigned a particular area to cover (ex. historical background, musical output, etc.) based on the topic assigned

1.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

1.6.4 Measure of Success

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.

1.6.5 Data Summary

1.6.5.1 Analysis and Evaluation

1.6.5.2 Changes as a Result of Analysis and Evaluation

1.6.5.3 Description of Changes

1.6.5.4 Distance Learning: Analysis and Evaluation

1.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

1.6.5.6 Distance Learning: Description of Changes

1.7 Measured Outcome

1.7.1 Student Learning Outcomes

Students will demonstrate social responsibility.

1.7.2 Learning Activities

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 required to attend one outside musical event during the semester.

1.7.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
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1.7.4 Measure of Success

90% of the students will rate 5 on the Social Responsibility portion of the rubric due to their attendance of the musical performance.

1.7.5 Data Summary

1.7.5.1 Analysis and Evaluation

The F2F students all attended a musical performance to achieve 100% participation on the Social Responsibility portion of the rubric.

1.7.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.7.5.3 Description of Changes

1) Suggest offering extra credit to those students participating in LEAPS study. (2) Strongly recommend utilizing performances in the home institution.

1.7.5.4 Distance Learning: Analysis and Evaluation

The online students achieved 100% participation in Social Responsibility on the rubric. However, the instructor expressed some concern about the honesty of some of the students. See changes below.

1.7.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.7.5.6 Distance Learning: Description of Changes

In order to ensure academic integrity, I will be requiring students next semester to submit a photo of their programs from concert venues attended with their papers.

Program Name: MUSI.1307

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

MUSI 1307, Music Literature

1.1 Division-Department

Speech and Fine Arts - Music

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will demonstrate sensitivity to differing points of view through a group project that results in a shared perspective.

1.4.2 Learning Activities

Students will be divided into groups and assigned a topic on which they will make an oral/visual presentation to the class. Each student will be assigned a particular area to cover (ex. historical background, musical output, etc.) based on the topic assigned.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
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1.4.4 Measure of Success

80% will score at least 70% of the available points for this element

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

Music Literature is normally a small class of music majors; therefore, the participation is usually high. There were five students enrolled in the spring of 2017.

There was 100% achievement in all areas (Social Responsibility, Communication, Critical Thinking and Team Work) by the five students.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

Provide more feedback

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Students will be exposed to cultural performances.

1.5.2 Learning Activities

The students will be required to write a critique of the music and the performance of the concert attended. This critique will include an historical background of the musical literature, language and terminology appropriate to the subject matter, and supported opinion of the performance.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and

visual communication

1.5.4 Measure of Success

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.

1.5.5 Data Summary**1.5.5.1 Analysis and Evaluation**

Only five students were enrolled in this class. All five achieved 100% in Comm and CT. Because this class is usually taken by music majors, I suggest that we increase the benchmark from "75% of the students will demonstrate a minimum rating of 4 on the communication/critical thinking portion of the rubric..." to 85%.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.5.5.3 Description of Changes

Increase Comm and CT benchmark to "85% of the students will will demonstrate a minimum rating of 4 on thte Comm/CT portion of the rubric..." "

1.5.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.6 Distance Learning: Description of Changes

Not applicable

1.6 Measured Outcome**1.6.1 Student Learning Outcomes**

Students will demonstrate mastery of communication skills in appreciation of music

1.6.2 Learning Activities

The students will be required to write a critique of the music and the performance of the concert attended. This critique will include an historical background of the musical literature, language and terminology appropriate to the subject matter, and supported opinion of the performance. Students will be divided into groups and assigned a topic on which they will make an oral/visual presentation to the class. Each student will be assigned a particular area to cover (ex. historical background, musical output, etc.) based on the topic assigned

1.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General General
Education (Use Education

for LEAPs) Outcomes

Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
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1.6.4 Measure of Success

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 reports.

1.6.5 Data Summary**1.6.5.1 Analysis and Evaluation****1.6.5.2 Changes as a Result of Analysis and Evaluation****1.6.5.3 Description of Changes****1.6.5.4 Distance Learning: Analysis and Evaluation****1.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation****1.6.5.6 Distance Learning: Description of Changes****1.7 Measured Outcome****1.7.1 Student Learning Outcomes**

Students will demonstrate social responsibility.

1.7.2 Learning Activities

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 required to attend one outside musical event during the semester.

1.7.3 Required General Education Outcome for this SLO (LINK to selection)*General Outcomes Links*

General Education (Use for LEAPs)	General Education Outcomes
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Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
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1.7.4 Measure of Success

90% of the students will rate 5 on the Social Responsibility portion of the rubric due to their attendance of the musical performance.

1.7.5 Data Summary

1.7.5.1 Analysis and Evaluation

All of the students achieved this outcome. The goal stated here is for 90% of the students, yet the LEAPs reporting form submitted by Dr. Hudson stated, "100 % of the students will rate 5 on the social responsibility portion of the rubric due to their attendance of the musical performance."

This is something we need to reconcile.-

1.7.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.7.5.3 Description of Changes

Suggest offering extra credit to students who participate in LEAP study to enhance working population. Encourage utilization of a performance hosted by institution.

1.7.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.7.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.7.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: MUSI.1310

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

MUSI 1310, American Popular Music

1.1 Division-Department

Speech and Fine Arts - Music

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will demonstrate sensitivity to differing points of view through a group project that results in a shared perspective.

1.4.2 Learning Activities

Students will be divided into groups and assigned a topic on which they will make an oral/visual presentation to the class. Each student will be assigned a particular area to cover (ex. historical background, musical output, etc.) based on the topic assigned.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education (Use
for LEAPs)** General
Education
Outcomes

Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
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1.4.4 Measure of Success

80% of the students will demonstrate a minimum rating of 4 on the Teamwork portion of the rubric.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

The students worked well on the teamwork assignment in the F2F classes. One hundred percent of the students achieved at least a 4 on the rubric on the teamwork portion.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

A lesson on teamwork could be presented before project is assigned. Students would be given guidance on delegating and negotiating tasks and assignments.

1.4.5.4 Distance Learning: Analysis and Evaluation

The online students also excelled in teamwork, which is not easy in an online class. Ninety-three percent of the students scored at least a 4 on the teamwork portion of the rubric.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.6 Distance Learning: Description of Changes

"Next semester I plan on making an additional group discussion project where students will analyze and collectively write a report over a Ted Talk over contemporary music/society." K. Huggins

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Students will be exposed to cultural performances.

1.5.2 Learning Activities

The students will be required to write a critique of the music and the performance of the concert attended. This critique will include an historical background of the musical literature, language and terminology appropriate to the subject matter, and supported opinion of the performance.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

1.5.4 Measure of Success

75% of the students will demonstrate a minimum rating of 4 on the Critical Thinking portion of the rubric.

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

The F2F students far exceeded the benchmark of "75% of the students will demonstrate a minimum rating of 4 on the critical thinking as well as the communication portions of the rubric."

The students scored the following: CT=92%
COMM=97%

1.5.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.3 Description of Changes

A lesson on public speaking could be given before the project to prepare students for the presentation. Many students do not speak in front of groups; this would be beneficial for other areas of study as well.

1.5.5.4 Distance Learning: Analysis and Evaluation

The online students performed well in the areas of Critical Thinking and Communication as well.
CT=93%
COMM=93%

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.6 Distance Learning: Description of Changes

Give clear direction with adequate examples regarding use of citations.

The transition to Canvas will allow me to utilize the Learning Outcomes/Rubrics tool in order to better evaluate this particular aspect of LEAPs for my music classes. It will also aid students in better comprehending expectations for this assignment. The rubric I created in Canvas is much more thorough. K. Huggins

1.6 Measured Outcome

1.6.1 Student Learning Outcomes

Students will demonstrate mastery of communication skills in appreciation of music.

1.6.2 Learning Activities

The students will be required to write a critique of the music and the performance of the concert attended. This critique will include an historical background of the musical literature, language and terminology appropriate to the subject matter, and supported opinion of the performance. Students will be divided into groups and assigned a topic on which they will make an oral/visual presentation to the class. Each student will be assigned a particular area to cover (ex. historical background, musical output, etc.) based on the topic assigned

1.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

1.6.4 Measure of Success

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.

1.6.5 Data Summary

1.6.5.1 Analysis and Evaluation

1.6.5.2 Changes as a Result of Analysis and Evaluation

1.6.5.3 Description of Changes

1.6.5.4 Distance Learning: Analysis and Evaluation

1.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

1.6.5.6 Distance Learning: Description of Changes

1.7 Measured Outcome

1.7.1 Student Learning Outcomes

Students will demonstrate social responsibility.

1.7.2 Learning Activities

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 required to attend one outside musical event during the semester

1.7.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Social Responsibility Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.7.4 Measure of Success

90% of the students will rate 5 on the Social Responsibility portion of the rubric due to their attendance of the musical performance.

1.7.5 Data Summary

1.7.5.1 Analysis and Evaluation

The F2F students achieved success in the area of Social Responsibility for 89% of them scored at least a 5 on the rubric.

1.7.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.7.5.3 Description of Changes

Since the students seem to have no problem achieving in this component, I suggest increasing the benchmark from 75% to 80%. LCollins

1.7.5.4 Distance Learning: Analysis and Evaluation

The online students were very successful in the Social Responsibility requirement.
SR=97%

1.7.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.7.5.6 Distance Learning: Description of Changes

Since the students have no problem achieving in this component, I suggest increasing the benchmark from 75% to 80%. LCollins

Program Name: PHIL.2306

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

PHIL 2306, Introduction to Ethics

1.1 Division-Department

Social Sciences - Philosophy

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Read, analyze, and critique philosophical texts.

1.4.2 Learning Activities

Students may synthesize concepts, ethical approaches and applications of ethical criterion through assigned texts and through major media.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
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1.4.4 Measure of Success

65% of the students will score 70% or higher

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

No data was received.

1.4.5.4 Distance Learning: Analysis and Evaluation

No data was received.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.6 Distance Learning: Description of Changes

No data was received.

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Define and appropriately use important terms such as relativism, virtue, duty, rights, utilitarianism, natural law, egoism, altruism, autonomy, and care ethics.

1.5.2 Learning Activities

Students will analyze a specific social ethical dilemma of the day and define, explain and delineate how the various ethical decision positions could affect the impact of that specific social dilemma.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

1.5.4 Measure of Success

65% of the students will score 70% or higher

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

No data was submitted, therefore there is nothing to evaluate

1.5.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.3 Description of Changes

I will work with the adjunct faculty in developing LEAPS for the-is year.

1.5.5.4 Distance Learning: Analysis and Evaluation

No data was submitted for evaluation.

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.6 Distance Learning: Description of Changes

I will work with adjunct faculty to develop LEAPs for the upcoming year.

1.6 Measured Outcome**1.6.1 Student Learning Outcomes**

Demonstrate knowledge of major arguments and problems in ethics.

1.6.2 Learning Activities

Students will apply specific critical decision making criterion to a major ethical issue facing the culture/society of this day. Students will analyze how that unique position, if society driven, could either improve or harm culture.

1.6.3 Required General Education Outcome for this SLO (LINK to selection)*General Outcomes Links*

General Education (Use for LEAPs)	General Education Outcomes
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Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
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Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
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1.6.4 Measure of Success

70% of the students will score 20% higher on pre-course tool given at the beginning and at the end for the term

1.6.5 Data Summary

No data submitted

1.6.5.1 Analysis and Evaluation

No data submitted for evaluation

1.6.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.6.5.3 Description of Changes

I will work with adjunct faculty to develop LEAPS for upcoming year.

1.6.5.4 Distance Learning: Analysis and Evaluation

No data submitted

1.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.6.5.6 Distance Learning: Description of Changes

I will work with adjunct faculty to develop LEAPs for upcoming year.

1.7 Measured Outcome**1.7.1 Student Learning Outcomes**

Apply course material to various aspects of life.

1.7.2 Learning Activities

Students will be challenged to be introspective on major moral issues impacting culture/society today and then discern & articulate how course material affected their initial thought position.

1.7.3 Required General Education Outcome for this SLO (LINK to selection)*General Outcomes Links*

General Education (Use for LEAPs)	General Education Outcomes
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Personal Responsibility

Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.7.4 Measure of Success

70% of the students will score 20% higher on pre-course tool given at the beginning and at the end for the term

1.7.5 Data Summary

No data submitted.

1.7.5.1 Analysis and Evaluation

No data submitted for evaluation.

1.7.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.7.5.3 Description of Changes

I will work with adjunct faculty to develop LEAPS for upcoming year.

1.7.5.4 Distance Learning: Analysis and Evaluation

No data submitted

1.7.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.7.5.6 Distance Learning: Description of Changes

I will work with adjunct faculty to develop LEAPS for upcoming year.

Program Name: PHYS.1401

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

PHYS 1401, College Physics I

1.1 Division-Department

Science and Mathematics - Physics

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Solve basic fluid mechanics problems.

1.4.2 Learning Activities

Solve homework and lab problems on fluids.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4.4 Measure of Success

70% of students will score Exemplary or Acceptable.

The student will use data gathered in the lab to perform calculations related to Archimedes principle.

The student will be scored on correct use of equations, labeling of units, and reporting calculations with correct significant figures. Exemplary calculations will be completed accurately, in a proper format with significant figures and units, 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 scored if calculations are not completed accurately, or if there are significant format errors, or numerous errors in significant figures, or a final numerical error in calculations placing results more than 10% away from the accepted value.

1.4.5 Data Summary

28 students from 4 (of 5) sections offered on 2 main campuses were assessed. Success rates in the EQR Core Objective were 79%. Success rates in the CT Core Objective were 96%.

The rate at which enrolled students were not available for assessment was 31.7%. Also one section was not reported even after repeated requests.

1.4.5.1 Analysis and Evaluation

All goals were met for CT and EQR. The percent of students who were unavailable for assessment was very high, but this course does include high school students who may be out of class more often and who also drop out if they are not excelling.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

Rather than raise the benchmark for a student to be successful, the department will raise the goal for the percent of assessed students who will be successful and/or change the lab experiment used for assessment.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable No distance learning sections were offered.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Demonstrate techniques to set up and perform experiments, collect data from those experiments, and formulate conclusions from an experiment.

1.5.2 Learning Activities

Students will perform lab experiments in groups of 2 to 4 students. Participation of each student in the data collection will be required.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.5.4 Measure of Success

72% will earn Exemplary or Acceptable ratings on communication.

72% will earn Exemplary or Acceptable ratings on teamwork.

For Communication students will be required to analyze data and relate results to theory discussed in lecture. Students will report the results in a written laboratory report containing introduction, data, analysis and conclusion. The lab report will be scored with approximately 10% for the introduction, 50% for calculations and 25% for the conclusion. An Exemplary score in communication gets at least 90% on the lab report. 70% earns an Acceptable score. An Inadequate rating in communication is given for a score less than 70%.

For Teamwork a student will be evaluated Exemplary if the student independently performs calculations to contribute to the group and confirms in writing that he/she concurs with the group results. The rating will be Acceptable if the student personally measures at least one experimental quantity and reports this to the group and confirms calculations done by other group members and confirms in writing that he/she concurs with the group results. An Inadequate rating will result if the student did not personally measure any experimental data or fails to support the group results.

1.5.5 Data Summary

28 students from 4 (of 5) sections, representing 2 campuses, were assessed. Success rates by Core Objective were:

COM: 100%

TW: 100%

The rate at which enrolled students were unavailable for assessment was 31.7%. Also one section was not reported even after repeated requests.

1.5.5.1 Analysis and Evaluation

All goals were exceeded.

The high rate at which students did not complete the assessment is partially explained by the nature of the course, the tendency of high school students (several were enrolled in these sections) to be pulled out of class for other activities, and the tendency of high ranking high school students to only persist if they are excelling.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.5.5.3 Description of Changes

Rather than modify the rubric to somehow raise the benchmark, the department intends to raise the goal percent of successful students and/or perhaps assess students on different lab experiments next

year.

1.5.5.4 Distance Learning: Analysis and Evaluation

Not applicable No distance learning sections were offered.

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Redefine benchmark level (increase, if benchmark is met)

1.5.5.6 Distance Learning: Description of Changes

Not applicable

1.6 Measured Outcome

1.6.1 Student Learning Outcomes

Solve basic fluid mechanics problems.

1.6.2 Learning Activities

Students will work in groups to prepare a written report analyzing the data given or measured and answering questions given. The questions will cover solving problems, applying principles to a new situation, making corrections and generating alternative solutions. Papers will be graded for mechanics, structure, content, logic and accuracy. Teamwork will be evaluated for participation, synthesis of work and sharing work.

1.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.6.4 Measure of Success

All students completing an experiment related to Archimedes principle will use the data to determine the density of several materials. Students will be rated Exemplary: obtains useful data, completes data analysis and obtains values for the material density within 10% of the accepted value; Acceptable: obtains useful data, completes data analysis, and obtains values for density with more than 10% error; Unacceptable: obtains faulty data or fails to complete data analysis in determining the density of materials. Criterion: 70% will achieve exemplary or acceptable ratings.

1.6.5 Data Summary

28 students from 4 (of 5) sections of Phys 1401, representing 2 of the main campuses, were assessed.

Success rates of assessed students by Core Objective were:

COM: 100%

CT: 96%

EQR: 79%

TW: 100%

The rate at which enrolled students were not available for assessment was 31.7%. Also one section went unreported in spite of repeated requests.

1.6.5.1 Analysis and Evaluation

All goals were exceeded.

The high rate at which students did not complete the assessment is partially explained by the nature of the course, the tendency of high school students (several were enrolled in these sections) to be pulled out of class for other activities, and the tendency of high ranking high school students to only persist in college classes if they are excelling.

1.6.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.6.5.3 Description of Changes

Rather than change the rubric to raise the benchmark for success, the department will raise the goal percent for successful students and/or choose different experiments for assessment next year.

1.6.5.4 Distance Learning: Analysis and Evaluation

Not applicable No distance learning sections were offered.

1.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Redefine benchmark level (increase, if benchmark is met)

1.6.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: PHYS.1402

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

PHYS 1402, College Physics II

1.1 Division-Department

Science and Mathematics - Physics

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Develop techniques to set up and perform experiments, collect data from those experiments, and formulate conclusions from an experiment.

1.4.2 Learning Activities

Students will perform lab experiments in groups of 2 to 4 students. Participation of each student in the data collection will be required. Student will be required to analyze data and relate results to theory discussed in lecture.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4.4 Measure of Success

CM: 70% will score Exemplary or Acceptable on CM.

Yes TW: 70% will score Exemplary or Acceptable on TW.

For communication the student will analyze and report data related to Series, and parallel circuits. Student will report the results in a written laboratory report containing introduction, data, analysis and conclusion. The lab report will be marked with approximate weights of 10% for introduction, 50% for data, 15% for calculations, and 25% for conclusion. Exemplary ratings scored at least 90% on the lab report. Acceptable ratings scored at least 70% on the lab report. Inadequate ratings scored less than 70% on the lab report.

For Teamwork: Students will work in groups performing an experiment to build and measure the resistance of several circuits. Each group member will perform activities to measure pertinent data, then share the data with the group members and reach a consensus on the experimental result.

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.

1.4.5 Data Summary

17 students from 3 sections of Phys 1402 all from one campus were assessed. Success rates by Core Objective were:

COM: 100%

TW: 94%

Only 1 student, representing 5.6% of enrolled students was unavailable for assessment.

1.4.5.1 Analysis and Evaluation

All goals were met and the rate at which students were unavailable for assessment was very small.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

A small increase in the goal for a percent of students who are successful would be most appropriate. The benchmark is defined by a rubric requiring exemplary or acceptable ratings for success of each individual student.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Apply Kirchhoffs Rules to analysis of circuits with potential sources, capacitance, inductance, and resistance, including parallel and series capacitance and resistance.

1.5.2 Learning Activities

Perform experiments or lab exercises in small groups using Kirchhoffs rules and rules of series and parallel circuits, and report results in written form.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.5.4 Measure of Success

Yes CT: 70% will demonstrate Exemplary or Acceptable ratings on CT.

Yes EQ: 70% will demonstrate Exemplary or Acceptable ratings on EQ.

For CT: Students will use data obtained in an experiment related to building series and parallel circuits to calculate circuit resistance. An Exemplary rating in CT means that a student obtained useful data, completed data analysis and obtained values for the resistance within 10% of the accepted value.

Acceptable: obtained useful data, completes data analysis, and obtains values for resistance with more than 10% error. Unacceptable: obtains faulty data or fails to complete data analysis in determining the resistance.

For EQ ratings students will be scored on correct use of equations, labeling of units, and reporting calculations with correct significant figures. Exemplary in EQ: calculations will be completed accurately, in a proper format with significant figures and units, 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, or numerous errors in significant figures, or a final numerical error.

1.5.5 Data Summary

15 students from 3 sections all on one campus were assessed. Success rates of assessed students by Core Objective were:

CT: 88%

EQR: 82%

The rate at which students were not available for assessment was 5.6% (only 1 enrolled student).

1.5.5.1 Analysis and Evaluation

All goals were met. The rate at which enrolled students were unavailable for assessment was small.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.5.5.3 Description of Changes

Rather than raise the benchmark (exemplary or acceptable ratings by rubric), the physics department would choose to raise the goal percent for successful students.

1.5.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Redefine benchmark level (increase, if benchmark is met)

1.5.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: PHYS.1415
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

PHYS 1415, Physical Science I

1.1 Division-Department

Science and Mathematics - Physics

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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- | | |
|-----------------------------------|---|
| Critical Thinking | Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information |
| Communication Skills | Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication |
| Empirical and Quantitative Skills | Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions |
| Teamwork | Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal |

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The student will apply scientific theories to analyze data collected in lab and report results in written form.

1.4.2 Learning Activities

The student will work in small groups to carry out or conduct an experiment and evaluate the reasonableness of their results. An oral or written presentation will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed. The student will also be assessed on the synthesis of the project within the group.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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- | | |
|-------------------|---|
| Critical Thinking | Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information |
|-------------------|---|

Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4.4 Measure of Success

Benchmark is 70%. Goal is 70% reach benchmark

1.4.5 Data Summary

112 students (55 internet and 70 face-to-face) from 7 of 8 sections offered, representing 2 main campuses, were assessed. Success rates by Core Objective were:

COM: 71% overall, 91% internet, 52% face-to-face

CT: 59% overall, 70% internet, 48% face-to-face

EQR: 72% overall, 91% internet, 56% face-to-face

TW: 70% overall, 91% internet, 52% face-to-face

The rates at which students were unavailable for assessment were (by Core Objective):

COM: 10% overall, 2% internet, 17% face-to-face

CT: 10% overall, 2% internet, 17% face-to-face

EQR: 10% overall, 2% internet, 17% face-to-face

TW: 11% overall, 2% internet, 19% face-to-face

1.4.5.1 Analysis and Evaluation

Overall, goals for assessed students were met in COM, EQR, and TW, but were not met in CT. All goals for assessed students were met by internet students. None of the goals were met by face-to-face students alone.

One section for Spring 2017 remains unreported after repeated requests.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

While overall reporting showed mostly success and goals met, face-to-face sections did not show this. Raising the benchmark would seem to be inappropriate. They can choose a different lab for reporting results next year, but the benchmark and goals were either barely met or not met at all.

1.4.5.4 Distance Learning: Analysis and Evaluation

All goals were met. Enrolled students were assessed at high rates as well.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.6 Distance Learning: Description of Changes

Continuing to use laboratory reports to assess Core Objectives while changing the lab report chosen for reporting seems appropriate.

Program Name: PHYS.1417

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

PHYS 1417, Physical Science II

1.1 Division-Department

Science and Mathematics - Physics

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The student will apply scientific theories to analyze data collected in lab and report results in written form.

1.4.2 Learning Activities

The student will work in small groups to carry out or conduct an experiment and evaluate the reasonableness of their results. An oral or written presentation will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed. The student will also be assessed on the synthesis of the project within the group.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4.4 Measure of Success

Benchmark is 70%. Goal is 70% reach benchmark

1.4.5 Data Summary

55 students (18 internet and 37 face-to-face) from 5 (of 6) sections offered, representing 2 of the main campuses, were assessed. Success rates for assessed students (by Core Objectives) were:

COM: 62% overall, 61% internet, and 62% face-to-face

CT: 51% overall, 33% internet, 59% face-to-face

EQR: 76% overall, 100% internet, 64% face-to-face

TW: 51% overall, 100% internet, 46% face-to-face

Rates at which enrolled students were unavailable for assessment were approximately 20% overall, 10% internet, and 24% face-to-face.

One internet section of Phys 1417 went unreported in spite of repeated requests.

1.4.5.1 Analysis and Evaluation

The EQR success rate met the goal. Additionally, the TW success rate for internet students met the goal. All other goals were not met. The rates at which students were unavailable for assessment (usually linked to the drop out rate) was not abnormally high in any grouping.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.3 Description of Changes

Students taking Phys 1417 seemed to have a hard time this year. Face-to-face students and even some internet students may be able to avail themselves of peer study groups, student support services, and should be encouraged to seek out faculty office hours and Canvass platform study aids.

1.4.5.4 Distance Learning: Analysis and Evaluation

One internet section was not reported, but two other internet sections were reported. Students actually seemed to do better than face-to-face students. Strangely they had 100% success rate for EQR and TW (which was much better than face-to-face students) but they scored lower than face-to-face students on CT and about the same on COM.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.6 Distance Learning: Description of Changes

Peer tutoring and/or academic coaching may help students be more successful.

Program Name: PHYS.2425

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

PHYS 2425, University Physics I

1.1 Division-Department

Science and Mathematics - Physics

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Prepare laboratory reports that clearly communicate experimental information in a logical and scientific manner

1.4.2 Learning Activities

Each student will complete laboratory handouts, including data tables, and report results in written laboratory reports. Reports will be evaluated on several criteria to include proper format and accuracy of results.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

1.4.4 Measure of Success

CM: 70% will score Exemplary or Acceptable on CM. For CM, the student will analyze and report data related to Archimedes principle and the density of materials. The student will report the results in a written laboratory report containing introduction (10% of score), data (50% of score) , analysis (15% for calculations), and conclusion (25% of score). 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.

1.4.5 Data Summary

14 students from 2 sections offered on only 1 campus were assessed. The success rate for the COM benchmark was 100%.

The rate at which enrolled students were unavailable for assessment (perhaps a measure of the drop out rate) was 17.6% (3 students out of 17 enrolled).

1.4.5.1 Analysis and Evaluation

The goal was exceeded.

The rate at which enrolled students were unavailable for assessment is high for such an important class for these students, but it is also a very difficult class, which excellent students may not be used to experiencing.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

Rather than change the rubric in order to raise the benchmark, the department wishes to raise the goal percent of successful students.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable No distance learning sections were offered.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes

Not applicable No distance learning sections are planned.

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Conduct basic laboratory experiments involving classical mechanics.

1.5.2 Learning Activities

Students will perform lab experiments in groups of 2 to 4 students. Participation of each student in the data collection will be required. Student will be required to analyze data and relate results to theory discussed in lecture.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
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Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
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1.5.4 Measure of Success

TW: 70% of students will demonstrate Exemplary or Acceptable ratings. Students will complete an experiment to verify Archimedes principle and the density of materials. 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 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.

1.5.5 Data Summary

14 students from 2 sections of Phys 2425, all from 1 campus, were assessed. 100% were rated successful in teamwork TW. This assessment was only intended to be linked to TW, but the success rate for COM was also 100%.

3 enrolled students (17.6%) were not available for assessment.

1.5.5.1 Analysis and Evaluation

The TW goal was exceeded. The rate at which students were unavailable for assessment is high but expected.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.5.5.3 Description of Changes

The department intends to raise the goal percent for successful students.

1.5.5.4 Distance Learning: Analysis and Evaluation

Not applicable No distance learning sections were offered.

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Redefine benchmark level (increase, if benchmark is met)

1.5.5.6 Distance Learning: Description of Changes

Not applicable No distance learning sections of Phys 2425 are planned.

1.6 Measured Outcome

1.6.1 Student Learning Outcomes

Evaluate the accuracy of physical measurements and the potential sources of error in the measurements.

1.6.2 Learning Activities

Students will calculate percent error and percent difference and discuss sources of error in written laboratory reports.

1.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.6.4 Measure of Success

70% will demonstrate Exemplary or Acceptable ratings on EQ. The student will use data gathered in the lab to perform calculations related to Archimedes principle. The student will be scored on correct use of equations, labeling of units, and reporting calculations with correct significant figures. Exemplary: calculations will be completed accurately, in a proper format with significant figures and units, 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, or there will be significant format errors, numerous errors in significant figures, or a final numerical error.

1.6.5 Data Summary

14 students from 2 sections of Phys 2425, both from 1 campus, were assessed. The success rate for the Core Objective of EQR was 100%. Only EQR was supposed to be linked to this SLO, but the COM rate of success was 100% also.

The rate at which students were unavailable for assessment was 17.6% (3 out of 17 students enrolled).

1.6.5.1 Analysis and Evaluation

The goal or goals were exceeded.

The probable drop out rate was high but expected in such a difficult class.

1.6.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.6.5.3 Description of Changes

The department will raise the goal percent for successful students and/or assess different lab reports next year.

1.6.5.4 Distance Learning: Analysis and Evaluation

Not applicable No distance learning sections were offered.

1.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Redefine benchmark level (increase, if benchmark is met)

1.6.5.6 Distance Learning: Description of Changes

Not applicable No distance learning sections are planned.

1.7 Measured Outcome

1.7.1 Student Learning Outcomes

Design fundamental experiments involving principles of classical mechanics.

1.7.2 Learning Activities

Students will work in groups to prepare a written report analyzing the data given and answering questions given. The questions will cover solve problems, apply principles to a new situation, make corrections and generate alternative solutions. Papers will be graded for mechanics, structure, content, logic and accuracy. Teamwork will be evaluated on for participation, synthesis of work and sharing work.

1.7.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.7.4 Measure of Success

CT: 70% will demonstrate Exemplary or Acceptable ratings on CT. The student will use principles and data from Archimedes Principle to determine the density of several materials. Students will use the data to determine the density of several materials. Exemplary: obtains useful data, completes data analysis and obtains values for the material density within 10% of the accepted value. Acceptable: obtains useful data, completes data analysis, and obtains values for density with more than 10% error. Unacceptable: obtains faulty data or fails to complete data analysis in determining the density of materials.

1.7.5 Data Summary

14 students from 2 sections of Phys 2425, from only 1 campus, were assessed.

This SLO was only intended to be linked to critical thinking CT, but the success rates by Core

Objective were:

COM: 100%

CT: 93%

EQR: 100%

TW: 100%

The rate at which students were unavailable for assessment (probably a measure of the drop out rate) was 17.6%.

1.7.5.1 Analysis and Evaluation

All goals were exceeded.

The apparent drop out rate was high but expected for such a difficult class.

1.7.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.7.5.3 Description of Changes

What will change is that the goal percent for successful students will rise.

1.7.5.4 Distance Learning: Analysis and Evaluation

Not applicable No distance learning sections were offered.

1.7.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Redefine benchmark level (increase, if benchmark is met)

1.7.5.6 Distance Learning: Description of Changes

Not applicable No distance learning sections are planned.

Program Name: PHYS.2426

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

PHYS 2426, University Physics II

1.1 Division-Department

Science and Mathematics - Physics

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Apply Kirchhoff's Laws to analysis of circuits with potential sources, capacitance, and resistance, including parallel and series capacitance and resistance.

1.4.2 Learning Activities

Solve homework, test or lab problems using Kirchhoffs rules for circuits. Analyze circuits, assign current directions to various circuit branches, develop equations to describe circuit relationships at junctions and around loops. Form a unique set of equations for each problem and solve for the variables. Report results in proper format of circuit variables.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4.4 Measure of Success

CT: 70% will demonstrate Exemplary or Acceptable ratings. Students will build series and parallel circuits and will use the data to calculate circuit resistance. Exemplary: obtains useful data, completes data analysis and obtains values for the resistance within 10% of the accepted value. Acceptable: obtains useful data, completes data analysis, and obtains values for resistance with more than 10% error. Unacceptable: obtains faulty data or fails to complete data analysis in determining the resistance.

1.4.5 Data Summary

13 students from 3 sections, all from 1 campus, were assessed. Success rates by Core Objectives were:

COM: 100%

CT: 100%

EQR: 100%

TW: 100%

The rate at which enrolled students were not available for assessment was 18.8% (3 students out of 16 students enrolled).

1.4.5.1 Analysis and Evaluation

All goals were exceeded, but that should be expected in this crucial class for excellent students for STEM majors.

The unavailability of students for assessment is high, but can be expected in a very difficult class where students need to excel and may drop out if they fall behind.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

The department will raise the goal percent for successful students. They probably will also change the labs used to assess students next year.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable No distance learning sections were offered.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes

Not applicable No distance learning sections are planned.

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Prepare laboratory reports that clearly communicate experimental information in a logical and scientific

manner

1.5.2 Learning Activities

Each student will complete laboratory handouts, including data tables, and report results in written laboratory reports. Reports will be evaluated on several criteria to include proper format and accuracy of results.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
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1.5.4 Measure of Success

CM: at least 70% will score Exemplary or Acceptable. The student will analyze and report data related to series and parallel circuits. The student will report the results in a written laboratory report containing introduction (10%), data (50%) analysis (15% for calculations) and conclusion (25%). 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.

1.5.5 Data Summary

13 students from 3 sections, all from 1 campus, were assessed. Success rates by Core Objectives were:

COM: 100%

CT: 100%

EQR: 100%

TW: 100%

The rate at which enrolled students were not available for assessment was 18.8% (3 students out of 16 students enrolled).

1.5.5.1 Analysis and Evaluation

All goals were exceeded.

The rate at which students were unavailable is high but expected.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.5.5.3 Description of Changes

The department will raise the goal percent for successful students.

1.5.5.4 Distance Learning: Analysis and Evaluation

Not applicable No distance learning sections were offered.

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Redefine benchmark level (increase, if benchmark is met)

1.5.5.6 Distance Learning: Description of Changes

Not applicable No distance learning sections are planned.

1.6 Measured Outcome

1.6.1 Student Learning Outcomes

Conduct basic laboratory experiments involving electricity and magnetism.

1.6.2 Learning Activities

Students will perform lab experiments in groups of 2 to 4 students. Participation of each student in the data collection will be required. Student will be required to analyze data and relate results to theory discussed in lecture.

1.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.6.4 Measure of Success

EQ: 70% will demonstrate Exemplary or Acceptable ratings on EQ.

TW: 70% will demonstrate Exemplary or Acceptable ratings on TW.

EQ: The student will use data gathered in the lab to perform calculations related to series and parallel circuits. The student will be scored on correct use of equations, labeling of units, and reporting calculations with correct significant figures. Exemplary on EQ: calculations will be completed accurately, in a proper format with significant figures and units, and within 10% of the accepted value. Acceptable on EQ: calculations will be completed accurately, with some errors in format and significant figures and within 10% of the accepted value. Inadequate on EQ: calculations will not be completed accurately, there will be significant format errors, numerous errors in significant figures, or a final numerical error greater than 10%.

TW: Students will work in groups performing an experiment to build and measure the resistance of several circuits. Each group member will perform activities to measure pertinent data, then share the data with the group members and reach a consensus on the experimental result, which will be to find the resistance of resistors in series and parallel circuits. Exemplary on TW: 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 on TW: the student will personally measure at least one experimental quantity and report this to the group, will confirm calculations done by group members, and confirm in writing that they concur with the group results. Inadequate on TW: the student will not personally measure any experimental data or will fail to support the group results.

1.6.5 Data Summary

13 students from 3 sections, all from 1 campus, were assessed. Success rates by Core Objectives were:

COM: 100%

CT: 100%

EQR: 100%

TW: 100%

The rate at which enrolled students were not available for assessment was 18.8% (3 students out of 16 students enrolled).

1.6.5.1 Analysis and Evaluation

All goals were exceeded.

The rate at which students were unavailable is high but expected

1.6.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.6.5.3 Description of Changes

The department will raise the goal percent for successful students.

1.6.5.4 Distance Learning: Analysis and Evaluation

Not applicable No distance learning sections were offered.

1.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Redefine benchmark level (increase, if benchmark is met)

1.6.5.6 Distance Learning: Description of Changes

Not applicable No distance learning sections are planned.

Program Name: PSYC.2301

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

PSYC 2301, General Psychology

1.1 Division-Department

Social Sciences - Psychology

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Identify research methods and their characteristics used in the scientific study of psychology.

1.4.2 Learning Activities

Activities may include:

As determined by a standardized departmental measure, students will be able to distinguish between descriptive, correlational and experimental methods of research including a demonstration of the understanding of the steps involved in experimental design; the manipulation of independent and dependent variables to determine cause and effect; the process of random sampling to minimize pre-existing differences between groups, the analysis of results to confirm or deny a given hypothesis and the determination of positive and negative correlations.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education (Use** General
Education

for LEAPs)	Outcomes
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4.4 Measure of Success

65% of all students will respond correctly to 70% or more questions on standardized department measure.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

Students enrolled in Psych 2301 were successful in their learning and application of critical thinking, communication, personal responsibility, and social responsibility for face-to-face courses.

Communication - 70% met or exceeded

Critical Thinking - 77% met or exceeded

Empirical and Quantitative Skills - 58% met or exceeded

Social responsibility- 72% met or exceeded

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

This was a new textbook from last year. Re-examine the rubric at the beginning of the year to see if any changes are necessary

1.4.5.4 Distance Learning: Analysis and Evaluation

Students enrolled in Psyc 2301 were successful in their learning and application of critical thinking, communication, personal responsibility, and social responsibility for internet courses.

Communication - 87% met or exceeded

Critical Thinking - 97% met or exceeded

Empirical and Quantitative Skills - 81% met or exceeded

Social responsibility- 96% met or exceeded

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.6 Distance Learning: Description of Changes

A new textbook was used this semester. The rubric will be re-examined at the beginning of this Fall semester.

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Describe some of the prominent perspectives and approaches used in the study of psychology.

1.5.2 Learning Activities

Activities may include:

A Ripped from the Headlines scenario (examples include Sandy Hook and Virginia Tech) will require students to generate alternative explanations for determining the possible causation of behavior and mental processes. Relating knowledge gained in the classroom, students will apply the biopsychosocial approach, developing a written narrative establishing connections between biological, psychological and social-cultural influences as typified in the 7 major theoretical perspectives. Students will evaluate the local community in terms of possible factors contributing to the development of psychological disorders, resources available and methods for improving said resources.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.5.4 Measure of Success

65% of the students will demonstrate a superior or excellent rating on CT, CM, SR rubric.

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

Re-examine the rubric at the beginning of the semester.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.3 Description of Changes

New textbooks were used this semester. Re-examine the rubric at the beginning of the school year.

1.5.5.4 Distance Learning: Analysis and Evaluation

As stated above, a new textbook was used this semester. Re-examine the rubric at the beginning of the school year.

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.6 Distance Learning: Description of Changes

As stated above, a new textbook was used this semester. Re-examine the rubric at the beginning of the school year.

Program Name: PSYC.2314

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

PSYC 2314, Lifespan Growth and Development

1.1 Division-Department

Social Sciences - Psychology

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Discuss the various causes or reasons for disturbances in the developmental process.

1.4.2 Learning Activities

The student will prepare a Life Review through an interview process with a person aged 65 years or older. The subjects life experiences will be documented in narrative form.

The student will relate/connect the findings to Eriksons Psychosocial Theory of development and present arguments supporting a positive or negative outcome of each crisis, noting those circumstances which determined the outcome.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for** General
Education
Outcomes

LEAPs)

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.4.4 Measure of Success

65% of the students will have a superior or excellent rating on CT, CM, and SR rubric

1.4.5 Data Summary**1.4.5.1 Analysis and Evaluation**

Students enrolled in PSY 2314 were successful in their learning and application of critical thinking, communication, personal responsibility, and social responsibility for face-to-face courses.

Communication - 66% met or exceeded

Critical Thinking - 81% met or exceeded

Empirical and Quantitative Skills - 59% met or exceeded

Social responsibility- 67% met or exceeded

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

Re-examine the rubric used at the beginning of the school year to determine if any changes should be made.

1.4.5.4 Distance Learning: Analysis and Evaluation

Students enrolled in Psyc 2314 were successful in their learning and application of critical thinking, communication, personal responsibility, and social responsibility for on-line courses.

Communication - 85% met or exceeded

Critical Thinking - 87% met or exceeded

Empirical and Quantitative Skills- 91% met or exceeded

Social responsibility- 94% met or exceeded

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.6 Distance Learning: Description of Changes

Re-examine the rubric at the beginning of the school year and determine if changes are needed.

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Identify various research methods and their characteristics used in the scientific field of psychology.

1.5.2 Learning Activities

As determined by a standardized departmental measure, students will be able to distinguish between descriptive, correlational and experimental methods of research including a demonstration of the understanding of the steps involved in experimental design; the manipulation of independent and dependent variables to determine cause and effect; the process of random sampling to minimize pre-existing differences between groups, the analysis of results to confirm or deny a given hypothesis and the determination of positive and negative correlations.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.5.4 Measure of Success

65% of the students will respond correctly to 70% of an objective standardized instrument

1.5.5 Data Summary

Re-examine the rubric to determine if changes need to be made.

1.5.5.1 Analysis and Evaluation

Leaps meet, except for EQS in face to face classes. Re-examine the rubric to determine if changes need to be made.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.3 Description of Changes

Determine if the rubric needs to be changed for LEAP analysis next year at the beginning of the school year.

1.5.5.4 Distance Learning: Analysis and Evaluation

LEAPS meet with distance learning. Re-examine the rubric to determine if it needs to be changed.

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.6 Distance Learning: Description of Changes

LEAPS met but re-examine rubric to determine if changes should be made.

Program Name: SOCI.1301

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

SOCI 1301, Introduction to Sociology

1.1 Division-Department

Social Sciences - Sociology

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Identify the various methodological approaches to the collection and analysis of data in sociology.

1.4.2 Learning Activities

Students will conduct research in the field by carrying out a set of behaviors, writing the results, analyzing the data and drawing conclusions based on a matrix covering certain points. A written report will be submitted for a grade based on proper grammar usage.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education (Use
for LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
	Communication Skills (CM): To include effective development,

Communication Skills	interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4.4 Measure of Success

65% of students will demonstrate an exemplary or acceptable rating on a rubric for CT, CM, and EQ

1.4.5 Data Summary

Students enrolled in SOC 1301 were successful in their learning and application of critical thinking, communication, personal responsibility, and social responsibility for face-to-face courses.

Communication - 82% met or exceeded

Critical Thinking - 59% met or exceeded

Empirical and Quantitative Skills - 60% met or exceeded

Social responsibility- 96% met or exceeded

1.4.5.1 Analysis and Evaluation

Re-examine the rubric for the next school year.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

Re-examine the rubric and determine if changes need to be made, especially for EQS and SR.

1.4.5.4 Distance Learning: Analysis and Evaluation

Students enrolled in SOC 1301 were successful in their learning and application of critical thinking, communication, personal responsibility, and social responsibility for on-line courses.

Communication - 75% met or exceeded

Critical Thinking - 71% met or exceeded

Empirical and Quantitative Skills - 74% met or exceeded

Social responsibility- 97% met or exceeded

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

LEAPs met for on-line. Re-examine the rubric and determine if changes should be made.

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Describe key concepts in sociology.

1.5.2 Learning Activities

Students will be required to attend a civic function, school board meeting, community activity or a state or national meeting about needs. A written report using proper grammatical usage will be submitted as well as a list of sociological terms used during the meeting. Power points over various culture differences will be given to show real world differences.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.5.4 Measure of Success

65% of students will demonstrate an exemplary or acceptable rating on a rubric for CT, CM, SR, and EQ

1.5.5 Data Summary

LEAPS met in all areas except CT and EQS, face to face. Re-examine the rubric and determine if changes should be made.

1.5.5.1 Analysis and Evaluation

Re-examine rubric but all LEAPS met except in face to face EQS and SR

1.5.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.3 Description of Changes

After examining rubric, make changes to it, if necessary.

1.5.5.4 Distance Learning: Analysis and Evaluation

All LEAPs met.

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.6 Distance Learning: Description of Changes

Re-examine rubric to determine if changes need to made.

Program Name: SOCI.1306

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

SOCI 1306, Social Problems

1.1 Division-Department

Social Sciences - Sociology

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Identify multidimensional aspects of social problems including the global, political, economic, and cultural dimensions of social problems.

1.4.2 Learning Activities

Students will be required to attend a civic function, school board meeting, community activity or a state or national meeting about needs. A written report using proper grammatical usage will be submitted as well as a list of sociological terms used during the meeting.

Power points over various culture differences will be given to show real world differences.

Historical analysis of a problem using proper research techniques will also be discussed in class.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for** General
Education
Outcomes

LEAPs)

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.4.4 Measure of Success

65% of students will demonstrate an exemplary or acceptable rating on a rubric for CT, CM, EQ, and SR

1.4.5 Data Summary

Students enrolled in SOC 1306 were successful in their learning and application of critical thinking, communication, personal responsibility, and social responsibility for face-to-face courses.

Communication - 75% met or exceeded

Critical Thinking - 75% met or exceeded

Empirical and Quantitative Skills - 75% met or exceeded

Social responsibility- 83% met or exceeded

1.4.5.1 Analysis and Evaluation

All LEAPs met with face to face.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

Re-examine rubric to determine if changes should be made.

1.4.5.4 Distance Learning: Analysis and Evaluation

Students enrolled in SOC 1306 were successful in their learning and application of critical thinking, communication, personal responsibility, and social responsibility for on-line courses.

Communication - 85% met or exceeded

Critical Thinking - 85% met or exceeded

Empirical and Quantitative Skills - 79% met or exceeded

Social responsibility- 90% met or exceeded

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.6 Distance Learning: Description of Changes

All LEAPs met. Re-examine the rubric to determine if changes need to be made.

Program Name: SOCI.2301

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

SOCI 2301, Marriage and the Family

1.1 Division-Department

Social Sciences - Sociology

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Critically evaluate such issues as sexuality, partner choice, resolving marital issues, having and raising children, and combining work with family.

1.4.2 Learning Activities

The internet will be used in an individual written assignment to research the areas of sexuality, partner choice, resolving marital issues, children and work using proper research techniques and grammatical usage.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking Skills (CT): To include creative thinking, innovation,

Critical Thinking	inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.4.4 Measure of Success

65% of the students will demonstrate an exemplary or acceptable rating on a rubric for CT, CM, EQ and SR

1.4.5 Data Summary

No face to face classes made.

1.4.5.1 Analysis and Evaluation

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

No face to face classes made. Re-examine the rubric to determine if changes should be made.

1.4.5.4 Distance Learning: Analysis and Evaluation

Students enrolled in SOC 2301 were successful in their learning and application of critical thinking, communication, personal responsibility, and social responsibility for on-line courses.

Communication - 80% met or exceeded

Critical Thinking - 80% met or exceeded

Empirical and Quantitative Skills - 80% met or exceeded

Social responsibility- 80% met or exceeded

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.6 Distance Learning: Description of Changes

LEAPs were met for on-line courses. Re-examine the rubric to determine if changes should be made.

Program Name: SPAN.1411
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

SPAN 1411, Beginning Spanish I

1.1 Division-Department

Language Arts - Spanish

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will identify and discuss traditions, customs and values of the Hispanic world, and compare and contrast them with characteristics of their own culture.

1.4.2 Learning Activities

Student groups will be assigned to particular nations in the Spanish language world, and they will discuss traditions and differences in cultures on a listening portion an assessment.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
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Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4.4 Measure of Success

75% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

1.4.5 Data Summary Data Summary

Based on the following:

1. SLO: Students will identify and discuss traditions, customs, and values of the Hispanic world, and compare and contrast them with characteristics of their own culture.
2. Activity: Student groups will be assigned to particular nations in the Spanish language world, and they will discuss traditions and differences in cultures on a listening portion of an assessment.
3. Indicates: 75% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

We met the benchmark with a mastery of 78.5%.

1.4.5.1 Analysis and Evaluation Analysis and Evaluation

Based upon the benchmark and our score, we should continue this SLO and activity, but we should consider a change that would employ a voice presentation via Powerpoint with an audience present.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes Changes

We may use the following activity change:

Based upon the benchmark and our score, we should continue this SLO, but we should consider a change that would employ a voice presentation via Powerpoint with an audience present.

1.4.5.4 Distance Learning: Analysis and Evaluation DL Analysis and Evaluation

Based upon the benchmark and our score, we should continue this SLO and activity, but we should consider a change that would employ a voice presentation via Powerpoint with an audience present. This could be accomplished through Canvas.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.6 Distance Learning: Description of Changes DL Changes

We may use the following activity change:

Based upon the benchmark and our score, we should continue this SLO, but we should consider a change that would employ a voice presentation via Powerpoint with an audience present.

Program Name: SPAN.1412

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

SPAN 1412, Beginning Spanish II

1.1 Division-Department

Language Arts - Spanish

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will identify and discuss traditions, customs and values of the Hispanic world.

1.4.2 Learning Activities

The students will study various religious and secular customs and holidays celebrated in Spanish language countries and answer listening questions in part of an exam.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
	Communication Skills (CM): To include effective development,

Communication Skills	interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4.4 Measure of Success

75% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

1.4.5 Data Summary Data Summary

Based on the following:

1. SLO: Students will identify and discuss traditions, customs, and values of the Hispanic world.
2. Activity: The students will study various religious and secular customs and holidays celebrated in Spanish language countries and answer listening questions in part of an exam.
3. Benchmark: Indicates: 75% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

Our Benchmark was surpassed with 86% mastery.

1.4.5.1 Analysis and Evaluation Analysis & Evaluation

Based upon the benchmark and our score, we should continue this SLO and activity, but we should consider a change that would employ a voice presentation via Powerpoint with all students present.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes Changes

Based upon the benchmark and our score, we should continue this SLO, but we should consider a change that would employ a voice presentation via Powerpoint with an audience present. Each student could present and test the class, specializing in one particular nation.

1.4.5.4 Distance Learning: Analysis and Evaluation DL Analysis and Evaluation

Based upon the benchmark and our score, we should continue this SLO and activity, but we should consider a change that would employ a voice presentation via Powerpoint with all students present via the LMS conference feature.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.6 Distance Learning: Description of Changes DL Changes

Based upon the benchmark and our score, we should continue this SLO, but we should consider a change that would employ a voice presentation via Powerpoint with an audience present. Each student could present and test the class, specializing in one particular nation. This could occur over a period of several conferences.

Program Name: SPAN.2311

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

SPAN 2311, Intermediate Spanish I

1.1 Division-Department

Language Arts - Spanish

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will produce oral Spanish comprehensible to native speakers using complex grammatical structures to narrate, describe, and elicit information.

1.4.2 Learning Activities

Student will answer questions in a oral portion of an exam.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
	Communication Skills (CM): To include effective development,

Communication Skills	interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4.4 Measure of Success

75% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

1.4.5 Data Summary Data Summary

Based on the following For Spanish 2311:

1. SLO: Students will produce oral Spanish comprehensible to native speakers using complex grammatical structures to narrate, describe, and elicit information.

2. Activity: Students will answer questions in an oral portion of an exam.

Benchmark: 75% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

We did surpass this benchmark with an 80% mastery score.

1.4.5.1 Analysis and Evaluation Analysis & Evaluation

The students were largely composed of students with a major in Spanish. In light of this, we may rotate to a lengthier oral portion next year.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes Changes

We shall rotate to a longer version of this activity next cycle.

1.4.5.4 Distance Learning: Analysis and Evaluation DL Analysis and Evaluation

The students were largely composed of students with a major in Spanish. In light of this, we may rotate to a lengthier oral portion next year.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.6 Distance Learning: Description of Changes DL Changes

We shall rotate to a longer version of this activity next cycle.

Program Name: SPAN.2312

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

SPAN 2312, Intermediate Spanish II

1.1 Division-Department

Language Arts - Spanish

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will summarize authentic spoken discourse produced by Spanish speakers of diverse origins.

1.4.2 Learning Activities

Students will be assigned one country corresponding to each culture in the Encuentros cultural unit in the textbook. The student will verbally present information over the assigned information to the class. The student will respond to a listening exercise in a reflective dialogue that will lead the student to explore all necessary points regarding key ideas, and perspectives. Distance and face to face classes will employ a Powerpoint without written prompts.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking Skills (CT): To include creative thinking, innovation,

Critical Thinking	inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4.4 Measure of Success

75% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

1.4.5 Data Summary Data Summary

Based on the following:

1. SLO: Students will summarize authentic spoken discourse produced by Spanish speakers of diverse origins.
2. Activity: Students will be assigned one country corresponding to each culture in the Encuentros cultural unit in the textbook. The student will verbally present information over the assigned information to the class. The student will respond to a listening exercise in a reflective dialogue that will lead the student to explore all necessary points regarding key ideas and perspectives. Distance and face to face classes will employ a Powerpoint without written prompts.
3. 75% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

We surpassed our benchmark by 8 points (78%)

1.4.5.1 Analysis and Evaluation Analysis & Evaluation

Native speakers and Spanish majors are a factor in such success.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes Changes

We will discuss moving the benchmark up for the future cycle.

1.4.5.4 Distance Learning: Analysis and Evaluation DL Analysis and Evaluation

Native speakers and Spanish majors are a factor in such success.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes DL Changes

We will discuss moving the benchmark up for the future cycle.

Program Name: SPCH.1315

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

SPCH 1315, Public Speaking

1.1 Division-Department

Speech and Fine Arts - Speech

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Research, develop and deliver extemporaneous speeches with effective verbal and nonverbal techniques

1.4.2 Learning Activities

-Students will produce informative, persuasive and entertainment or special occasion speeches for oral presentation and will be evaluated by the instructor and group members for mechanics, structure, connection of content with main topic, logic and accuracy and depth of content.

-Students will apply the principles of research by completing a guided Speech Workshop to search for and evaluate sources.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and

	visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4.4 Measure of Success

80% of students will score at 70% of the available points for Critical Thinking.

80% of students will score at least 70% of the available points for Communication.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

F2F classes achieved success in the Public Speaking classes in the CT, COMM and Personal Responsibility components.

CT=92%

COMM=92%

PR=91%

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alter classroom engagement strategy (team project, contests, technology use, etc.)

1.4.5.3 Description of Changes

Work on CT skills.

Each student will be assigned to a group and I will require the students to work on each assignment in the classroom before they turn in the final assignment.

I will spend more class time on how to successfully research a topic for a speech.

1.4.5.4 Distance Learning: Analysis and Evaluation

Distance Learning students did not achieve the same level of success as the F2F students.

CT=84%

COMM=87%

PR=84%

Public Speaking via the internet is always a challenge, but since it is demanded by our population, we must find ways to improve the class for our students.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alter classroom engagement strategy (team project, contests, technology use, etc.)

1.4.5.6 Distance Learning: Description of Changes

I think these tasks, at least for my classes, should be moved up more towards the beginning of the term. In the Spring it seems harder to get them to stay focused and keep up the same level of work they do at the beginning of the term.

My students have been successful since we started using the McGraw Hill Connect ebook because they are actually reading the book and taking the quizzes. However, I am still having problems with getting them to understand outlining. I will spend more time on outlining next semester.

My classes did well overall except that my online class did not meet the challenge in critical thinking.

This skill is measured by the outline. I will rethink how I am teaching the outline in the online class. I assign a recorded guided lesson about outlining, but the students are obviously not watching it. I may make it a prerequisite in Canvas next semester.

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Demonstrate effective usage of technology when researching and/or presenting speeches.

1.5.2 Learning Activities

- Students will apply the principles of research by completing a guided Speech Workshop using the databases and web search to search for and evaluate sources.
- Students will produce a PowerPoint to use during their speech presentations connecting the content of the PowerPoint with the main topic of the presentation.
- Students will explore a topic of interest for their speeches and seek a rich awareness of the subject while researching little known information about the subject.
- Students will apply principles of research by conducting a research scavenger hunt on a selected persuasive topic. The hunt will allow the student 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.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.5.4 Measure of Success

80% of students will score at 70% at
Of the available point for Personal Responsibility.

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

F2F classes achieved success in the Public Speaking classes in the CT, COMM and Personal Responsibility components.

CT=92%

COMM=92%

PR=91%

1.5.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.3 Description of Changes

My students have been successful since we started using the McGraw Hill Connect ebook because they are actually reading the book and taking the quizzes. However, I am still having problems with getting them to understand outlining. I will spend more time on outlining next semester.

My classes did well overall except that my online class did not meet the challenge in critical thinking. This skill is measured by the outline. I will rethink how I am teaching the outline in the online class. I assign a recorded guided lesson about outlining, but the students are obviously not watching it. I may make it a prerequisite in Canvas next semester.

1.5.5.4 Distance Learning: Analysis and Evaluation

Distance Learning students did not achieve the same level of success as the F2F students.

CT=84%

COMM=87%

PR=84%

Public Speaking via the internet is always a challenge, but since it is demanded by our population, we must find ways to improve the class for our students.

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.6 Distance Learning: Description of Changes

I think these tasks, at least for my classes, should be moved up more towards the beginning of the term. In the Spring it seems harder to get them to stay focused and keep up the same level of work they do at the beginning of the term.

My students have been successful since we started using the McGraw Hill Connect ebook because they are actually reading the book and taking the quizzes. However, I am still having problems with getting them to understand outlining. I will spend more time on outlining next semester.

My classes did well overall except that my online class did not meet the challenge in critical thinking. This skill is measured by the outline. I will rethink how I am teaching the outline in the online class. I assign a recorded guided lesson about outlining, but the students are obviously not watching it. I may make it a prerequisite in Canvas next semester.

1.6 Measured Outcome

1.6.1 Student Learning Outcomes

Develop proficiency in presenting a variety of speeches as an individual or group (e.g. narrative, informative, or persuasive).

1.6.2 Learning Activities

- Groups select a topic and produce a specific purpose, central idea and formulate three main ideas. The groups orally present their developed topic to the class. The presentation is evaluated by the class for its connection of content with the main topic, logic and accuracy.
- Students will produce informative, persuasive and entertainment or special occasion speeches for oral presentation and will be evaluated by the instructor and group members for mechanics, structure, connection of content with main topic, logic and accuracy and depth of content.
- Students will complete written self-evaluations after each speech evaluating themselves as a learner and create a personal plan of action to improve their next speech.
- Students will create a folder/journal to document their performances and/or self-reflection on their performances and create a personal plan of action to improve their next speech.

1.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.6.4 Measure of Success

80% of the students will score at least 90% of the available points for Teamwork.

1.6.5 Data Summary

1.6.5.1 Analysis and Evaluation

The F2F classes excelled in Teamwork. Ninety percent of them achieved the required mark on the rubric.

1.6.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.6.5.3 Description of Changes

The F2F classes participate in a Seek and Destroy activity whereby they divide into pairs and seek to find as many holes in each others persuasive arguments as possible. They switch partners several times to get as many perspectives as they can in about 30 minutes. This is a valuable exercise in building persuasive arguments, but it also facilitate interpersonal communications. I am not planning to change this exercise because it is so valuable.

1.6.5.4 Distance Learning: Analysis and Evaluation

Only 79% of the online students were successful in the Teamwork component, which is always a challenge in online classes.

1.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.6.5.6 Distance Learning: Description of Changes

I think I will move the teamwork to earlier in the term while people are still motivated. It is hard to get the students to focus towards the end as they are just counting down the days.

I think more needs to be said in my classroom about the importance of this task and how it plays a role in their overall grade. Also, I need to stress about how teamwork is common in the workplace so they see the value in the assignments.

I think there could be more done to create a better sense of community for online students. I want to add more discussion to my classes so they understand that this is a class like any other and are not in

the LMS alone.

My online students are not participating fully in the discussion boards. I will try making this more of a priority next semester. Perhaps I will even be a participant on the board. If they know I am watching instead of just looking at it at the end of the grading cycle, they will make it more of a priority.

In my online classes, my students most often communicate with each other through discussion boards. In this graded exercise, students responded to prompts regarding the challenges of taking online classes and giving advice to others who might be taking an online class. I may implement a Seek and Destroy blog online so that the online students can benefit from the same type of feedback as my F2F classes.

Program Name: SPCH.1321

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

SPCH 1321, Business and Professional Communication

1.1 Division-Department

Speech and Fine Arts - Speech

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Personal Responsibility

Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Demonstrate written and oral competencies as it relates to employment (including job searches, interviews, interpersonal interaction, conflict management, leadership and performance appraisals.)

1.4.2 Learning Activities

- Students will create a portfolio to show the exploration of their own communication style and how they communicate with others on a daily basis, by filling out the WTC measure; their communication apprehensions as measured by the Personal Report of Communication Apprehension (PRCA-24); their measure of argumentativeness (ARG). All instruments are located in textbook.

- Using the portfolio, students will create a personal plan of action to specify a goal and generate alternatives to improving their own communication style in interviews, interpersonal, conflict management and presentations.

- Students will complete a written or oral presentation based on an information seeking interview with someone in their desired career or of a different cultural background that will help them identify the connection between the course material and life experiences and will be evaluated by the instructor and group members for mechanics, structure, connection of content with main topic, logic and accuracy and depth of content.

- Students will complete a written presentation of the research found about their desired career field so that they can make connections between the course material and life experiences. Activity can be completed by students working in groups with students in other similar career paths.

- Students will complete a persuasive oral presentation based their research of their desired career field, identifying how their own skills qualify them for an entry level position in the field. The presentation will be evaluated by the instructor and group members for mechanics, structure, connection of content with main topic, logic and accuracy and depth of content.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4.4 Measure of Success

80% of students will score at least 70% of the available points for Critical Thinking.

80% of students will score at least 70% of the available points for Communication.

80% of students will score at least 70% of the available points for Personal Responsibility.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

The F2F classes were fairly consistent in the Critical Thinking, Communication, and Personal Responsibility components. These areas seem to be challenging yet attainable.

CT= 85%

COMM= 87%

PR= 86%

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

I will spend more class time on how to successful research a topic for a speech.

Next year, I will spend more time on explaining how to write an effective outline, using either APA or MLA style. I think the students struggled with writing good, comprehensive outlines. On my faculty evaluations, one student mentioned that I should help students alleviate stage fright. Maybe that is one area I need to do more research on for the future. I tried to have several small talking assignments, leading up to their first speech.

1.4.5.4 Distance Learning: Analysis and Evaluation

As in the F2F classes, the online classes also performed well in the Critical Thinking, Communication, and Personal Responsibility components. While the students are not "knocking it out of the ballpark", they are performing at a more than acceptable level. If they were performing any higher, I would consider raising the benchmark.

CT=86%

COMM=92%
PR= 92%

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

1.4.5.6 Distance Learning: Description of Changes

Work with online students more for critical thinking skills.

I think the more we can get them to interview people in their field the more useful they would find this class. I think all speeches/ assignments need to be completed with a mentor in their field it would give them a better sense for the class/ job. Also, add some type of resume proofing by someone in their field.

Next year, I will spend more time on explaining how to write an effective outline, using either APA or MLA style. I think the students struggled with writing good, comprehensive outlines. On my faculty evaluations, one student mentioned that I should students alleviate stage fright. Maybe that is one area I need to do more research on for the future. I tried to have several small talking assignments, leading up to their first speech.

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Apply essential dyadic and small group processes as they relate to the workplace.

1.5.2 Learning Activities

- Students will work in groups to interpreting verbal and nonverbal messages for accuracy, clarity and appropriateness and applying contexts such as culture, gender, status, etc.
- Students will complete an oral presentation with a group to identify and expound on communication theories to improve interpersonal and small group processes in the work place. The presentation will be evaluated by team members, other students and the instructor on the basis of mechanics, structure, connection of content with the main topic, logic, accuracy and depth of content.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
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Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
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1.5.4 Measure of Success

80% of students will score 90% of the available points for Teamwork.

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

The F2F students were successful in achieving the desired goal for 89% scored at least 90% on the Teamwork rubric. However, the instructors are still challenged to find group projects that inspire the students while teaching them the value of working with others.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.3 Description of Changes

We had one major group project this semester. For next year, I would like to include another major group project for the students to participate in for the class. We did several in-class group assignments. I think the students enjoyed the group project entitled, Hostage. I found that group activity in the Art of Public Speaking Instructors manual.

1.5.5.4 Distance Learning: Analysis and Evaluation

The online classes were not very successful in their Teamwork component scoring only 67%. Teamwork is challenging in an online class, and the instructors are aware of this and searching for alternative assignments.

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.6 Distance Learning: Description of Changes

think expecting 80% to score 90% or better in group work is TOO HIGH OF AN EXPECTATION!!!

The students seem to hate the group work as it seems no one pulls their weight. I think for this class if we could have them do some sort of work/ study in their field of choice and make it a group assignment it would make them more excited.

Workforce Education

Program Name: ACCT.2401

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

ACCT 2401, Financial Accounting

1.1 Division-Department

Business and Computer Science Division Accounting Department

1.2 Course Type

Academic General Education Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The student will be able to analyze, classify and record a group of Business Transactions in a Standard two column journal, foot the journal, and post the transactions to the general ledger accounts.

1.4.2 Learning Activities

Define, (Match, Recognize) Accounting terms, Analyze, classify, record, and calculate the transactions in a standard two column journal, record the appropriate account title and amount in the journal, foot the journal, post the amount of each transaction to the appropriate general ledger accounts and calculate the normal balance in each account

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain

entry-level employment in a target occupation

1.4.4 Measure of Success

60 percent of the evaluated students will demonstrate an ability of 70% mastery of the objective

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

Eighty four per cent (84%) of the students assessed for this objective had success in achieving the objective.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.3 Description of Changes

For the sixteen percent (16%) of the students that did not have success with the objective additional, individual tutoring, accounting videos and audio accounting modules will be available for student use.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable This was a face to face Accounting class and not distance education

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Given a complete list of accounts and normal balances, the student will be able to complete an Income Statement, Equity Statement, and Balance Sheet.

1.5.2 Learning Activities

Calculate, format and complete the following financial statements: Income Statement, Statement of Equity, and Balance Sheet. Statement preparation will include the date of statements, period of time, net income or loss, new capital balance, individual totals, and final totals for assets, liabilities, and capital on the balance sheet.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)

Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

Career Entry Skills

1.5.4 Measure of Success

60 percent of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

Eighty four per cent (84%) of the students accessed for this objective had success in achieving the objective.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.5.5.3 Description of Changes

Use of individual tutors and use of the Cardinal Success Center for tutoring of the 16 per cent (16%) of the students that scored below the 70% level will help bring them up to an acceptable level of accomplishment

1.5.5.4 Distance Learning: Analysis and Evaluation

Seventy two per cent of the students accessed achieved the success rate for completion of the objective.

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.5.5.6 Distance Learning: Description of Changes

Continue with the acceptable methods of instruction as long as they achieve success we are happy with the results.

1.6 Measured Outcome

1.6.1 Student Learning Outcomes

The student will determine the final value of Merchandise Inventory using the FIFO, LIFO, Average Cost, RETAIL and GROSS PROFIT Methods

1.6.2 Learning Activities

Calculate and record the final value of merchandise inventory using FIFO, LIFO, Average Cost, RETAIL and GROSS PROFIT Methods. The information provided for calculations will include number of items and cost of each item on invoice and the inventory remaining at the end of the year. Additional information will also be provided to the student for calculation using the Retail and Gross Profit Method.

1.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.6.4 Measure of Success

60 percent of the evaluated students will demonstrate an ability of 70% mastery of the objective

1.6.5 Data Summary

Eighty four per cent (84%) of the students evaluated scored higher than the 70% necessary to achieve success on the objective evaluated.

1.6.5.1 Analysis and Evaluation

The methods of instruction and materials and audio and video materials presented were successful in achieving the goal.

1.6.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.6.5.3 Description of Changes

The students that did not achieve the goal will be assigned additional problems to practice and required to watch accounting videos and listen to the accounting audio tapes that discuss and prepare the student to complete different methods of inventory

1.6.5.4 Distance Learning: Analysis and Evaluation

Seventy one per cent of the assessed students achieved success in the completion of the objective.

1.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.6.5.6 Distance Learning: Description of Changes

Refer students to the Cardinal Success Center and refer them to watch additional accounting videos, and listen to the accounting audio modules and to complete the Audio working papers. Continue with acceptable methods of instruction as long as they are successful we will continue to use them.

Program Name: ACCT.2402

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

ACCT 2402, Managerial Accounting

1.1 Division-Department

Business and Computer Science, Accounting Department

1.2 Course Type

Academic General Education Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The student will be able analyze, and calculate nineteen accounting formulas dealing with Liability and Solvency Measures and Profitability Measures.

1.4.2 Learning Activities

Student will be able to calculate the following Accounting Analytical Measures. Working capital, current ratio, quick ratio, accounts receivable turnover, number of days sales in receivables, inventory turnover, number of days sales in inventory, ration of fixed assets to long-term liabilities, ration of liabilities to stockholders equity, number of times interest charges are earned, number of times preferred dividends are earned, ration of sales to assets, rate earned on assets, rate earned on stockholder equity, rate earned on common stockholders equity, earnings per share(EPS) on common stock, price-earnings (P/E) ratio, dividends per share, dividend yield.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

60 percent of the evaluated students will demonstrate an ability of 70% mastery of the objective

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

Ninety seven per cent of the students assessed achieved success on the objective measured.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.3 Description of Changes

No major changes will be implemented at this time due to the high success rate of the present instructional methods.

1.4.5.4 Distance Learning: Analysis and Evaluation

Seventy six percent of the students that were evaluated achieved success on the stated objective.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.6 Distance Learning: Description of Changes

twenty four percent of the students evaluated did not achieve success on the stated objective. Those students will be referred to the Cardinal Success Center for tutoring and will be assigned accounting videos and accounting audio modules to complete.

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

The student will be able to identify, direct materials, direct labor and factory overhead components used in a manufacturing business. Student will be able to identify the direct material cost based on the integral and significant costs rule. Student will be able to identify Prime cost and Conversion, and period costs. Student will be able to identify the three types of inventory in a manufacturing business.

1.5.2 Learning Activities

Student will be able to describe a cost object, classify a cost as a direct material, direct labor or factory overhead cost. Student will be able to identify a product or period costs and classify a cost as a prime or conversion cost.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Career Entry Skills

Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.5.4 Measure of Success

60 percent of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.5.5 Data Summary

Ninety four per cent of the students accessed achieved success on the objective evaluated

1.5.5.1 Analysis and Evaluation

Students did well with identifying the major factors of the cost of production.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.5.5.3 Description of Changes

No changes are planned at this time in the instructional strategy with the high rate of success by the students

1.5.5.4 Distance Learning: Analysis and Evaluation

Students in the on line distance ed class did not do as well as the face to face students, twenty four percent of the students did not score above the acceptable level for success on the objective.

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.5.5.6 Distance Learning: Description of Changes

Additional practice activities should be given for practice in the areas of weakness for the students to have success on the stated objective. .

Program Name: ACNT.1303

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

ACNT 1303, Introduction to Accounting

1.1 Division-Department

Business and Computer Science - Accounting Department

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The student will be able to analyze, classify and record a group of Business Transactions in a Standard two column journal, foot the journal, and post the transactions to the general ledger accounts.

1.4.2 Learning Activities

Analyze, classify, record, and calculate the transactions in a standard two column journal, record the appropriate account title and amount in the journal, foot the journal, post the amount of each transaction to the appropriate general ledger accounts and calculate the normal balance in each account

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain

entry-level employment in a target occupation

1.4.4 Measure of Success

60 percent of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

Ninety eight per cent (98%) of the students evaluated in the Accounting 1303 class scored 70% or higher on the administered assessment of the objective (leap)

1.4.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.3 Description of Changes

Use of individual tutors and use of the Cardinal Success Center for tutoring of the 2 per cent (2%) of the students that scored below the 70% level will help bring them up to an acceptable level of accomplishment

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable This was not a distance education courses it was a face to face course.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Given a complete list of accounts and normal balances, the student will be able to complete an Income Statement, Equity Statement, and Balance Sheet.

1.5.2 Learning Activities

Calculate, format and complete the following financial statements: Income Statement, Statement of Equity, and Balance Sheet. Statement preparation will include the date of statements, period of time, net income or loss, new capital balance, individual totals, and final totals for assets, liabilities, and capital on the balance sheet.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Empirical and Quantitative Skills (EQS): To include the manipulation and

Empirical and Quantitative Skills	analysis of numerical data or observable facts resulting in informed conclusions
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.5.4 Measure of Success

60 percent of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

Ninety eight per cent (98%) of the students evaluated in the Accounting 1303 class scored 70% or higher on the administered assessment of the objective (leap)

1.5.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.5.5.3 Description of Changes

Use of individual tutors and use of the Cardinal Success Center for tutoring of the 2 per cent (2%) of the students that scored below the 70% level will help bring them up to an acceptable level of accomplishment.

1.5.5.4 Distance Learning: Analysis and Evaluation

Not applicable This course was not a distance education course it was a face to face course.

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.6 Distance Learning: Description of Changes

Not applicable

1.6 Measured Outcome

1.6.1 Student Learning Outcomes

The student will be able to prepare a payroll register, employee earnings record and the accompanying journal entries.

1.6.2 Learning Activities

Calculate regular pay, overtime pay, cumulative pay, gross pay, net pay, deductions for FICA, FUTA, SUTA, Medicare, federal Income tax, and voluntary deductions.

1.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General General

Education (Use for LEAPs)	Education Outcomes
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.6.4 Measure of Success

60 percent of the evaluated students will demonstrate an ability of 70% mastery of the objective

1.6.5 Data Summary

1.6.5.1 Analysis and Evaluation

ninety seven percent (97%) of the accessed students performed at a higher rate of performance that was required.

1.6.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.6.5.3 Description of Changes

The five (3%) per cent of the students that did not meet the expected performance level will be referred to individual tutors or group tutoring in the Cardinal Success Center.

1.6.5.4 Distance Learning: Analysis and Evaluation

The distance education class of Introduction to Accounting 1303 had a success rate of eighty two per cent (82%) and therefore achieved their objective to successfully complete the LEAP

1.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.6.5.6 Distance Learning: Description of Changes

Use of individual accounting modules and videos and tutors and use of the Cardinal Success Center when possible for tutoring of the 18 per cent (18%) of the students that scored below the 70% level will help bring them up to an acceptable level of accomplishment

Program Name: AGAH.1353

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

AGAH 1353, Beef Cattle Production

1.1 Division-Department

CAreer and Technology - Ranch Management

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will be able to select a sound, fertile bull using visual and EPD data.

1.4.2 Learning Activities

In a classroom setting, students will evaluate criteria for a sound, fertile bull. Evaluate live bulls to determine the best breed prospects for varying cattle herds.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

60% of evaluated students will be able to select a breeding bull and demonstrate 75% mastery in

analyzing criteria for bull selection.

1.4.5 Data Summary 60% of Students will successfully select a breeding bull

By comparing bulls visually in class using videos, internet photos, etc. according to breeds and breed characteristics.

1.4.5.1 Analysis and Evaluation Breeding Bull Selection

After students evaluated live bulls and gave results to the instructor, their methods were discussed and if needed redirected for improvement. Following live evaluations and class discussion students were assessed using an open ended written question / answer type quiz, which was mastered at 90%.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alter classroom engagement strategy (team project, contests, technology use, etc.)

1.4.5.3 Description of Changes Breeding Bull Selection

After classroom introduction / discussion, viewing pictures, discussing breed characteristics, the students will discuss and critique each other upon evaluating live bulls.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: AGAH.1447

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

AGAH 1447, Animal Reproduction

1.1 Division-Department

Career and Technology - Ranch Management

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will be able to palpate a cow to determine if bred or open.

1.4.2 Learning Activities

At the end of the course, the student will be evaluated to determine ability to determine pregnancy or absence of pregnancy in cattle.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

60% of evaluated students will be able to palpate a cow to determine if bred or open and demonstrate

75% mastery out of 10 head of cattle.

1.4.5 Data Summary Determining Pregnancy or Lack thereof in Cattle

Students will be able to palpate and successfully determine if a cow is bred or open.

1.4.5.1 Analysis and Evaluation Determining Pregnancy or Lack thereof in Cattle

After attending lectures and labs practicing palpating demonstration model and live cattle, students demonstrated confidence in their ability and method of palpation. Assessment given was students were asked to palpate 10 head of cattle to determine if they were open or bred, which 90% mastered.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alter classroom engagement strategy (team project, contests, technology use, etc.)

1.4.5.3 Description of Changes Determining Pregnancy or Lack thereof in Cattle

In the future, while in the classroom we will break into teams and practice on the model. Each team will present their findings and methods to the instructor and peers.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: AGAH.2313

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

AGAH 2313, Principles of Feeds and Feeding

1.1 Division-Department

Career and Technology - Ranch Management

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will be able body condition score cattle

1.4.2 Learning Activities

In a classroom setting and using live animals, students will gain the knowledge needed in order to give correct body condition scores on cattle.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

60% of evaluated students will be able to body condition score cattle and demonstrate 75% mastery in

analyzing criteria for acceptable vs. nonacceptable condition scores.

1.4.5 Data Summary Cattle Body Condition Scoring

Students will successfully analyze criteria for acceptable vs. non-acceptable body condition scores in cattle.

1.4.5.1 Analysis and Evaluation Cattle Body Condition Scoring

Upon reviewing criteria in the classroom and using and comparing body condition scores on live animals. Students were assessed by scoring live animals and documenting their thinking which was then turned in. 90% of students were successful at the task.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alter classroom engagement strategy (team project, contests, technology use, etc.)

1.4.5.3 Description of Changes Cattle Body Condition Scoring

I will use a series of slides in the classroom setting and have each student write their scores on a practice quiz. We will then discuss their outcomes as a group.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: AGRI.1307

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course AGRI 1307

AGRI 1307, Agronomy

1.1 Division-Department Career and Technology - Agriculture

Career and Technology - Agriculture

1.2 Course Type

Academic General Education Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General	General
Education (Use	Education
for LEAPs)	Outcomes

Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will be able to perform a soil test analysis for various primary plant nutrients, pH, and texture using a field soil test kit.

1.4.2 Learning Activities

I will use the TVCC Agriculture building lab and the department's field soil test kit for students to learn how to test and analyze soil samples.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General	General
Education (Use	Education
for LEAPs)	Outcomes

Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

1.4.4 Measure of Success

60% of enrolled students will (suggested learning activity) and demonstrate at least 75% mastery in (core objective)

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

I instructed students to choose a partner. They were all energetic during the lab exercise to test the provided soil sample with the soil field test kit. I was monitoring and helping students as they completed the task. They all successfully completed the exercise and entered the result on a record sheet provided by the manufacturer of the soil test kit. In my opinion, over 75% of the students mastered the activity.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

60% of enrolled students will (suggested learning activity) and demonstrate at least 80% mastery in (core objective)

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: AGRI.1319

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

AGRO 1319, Animal Science

1.1 Division-Department

Career and Technology - Agriculture

1.2 Course Type

Academic General Education Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will be able to demonstrate an understanding of the various types, breeds, market classes and grades of livestock including factors influencing the efficiency of feeding, marketing, breeding, care, and management.

1.4.2 Learning Activities

Students will gain an understanding of the desired outcome in the course through reading the textbook material, class interaction and discussion, practice exercises, and class and lab demonstrations.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

60% of enrolled students will (suggested learning activity) and demonstrate at least 75% mastery in (core objective)

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

Test and evaluation results over the course of the semester show that over 60% of my students developed an understanding of the various types, breeds, market classes and grades of livestock including factors influencing the efficiency of feeding, marketing, breeding, care, and management. Test consisted of written exams and the evaluation consisted of myself personally evaluating the students as they performed various tasks at the TVCC Cattle Ranch.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alter classroom engagement strategy (team project, contests, technology use, etc.)

1.4.5.3 Description of Changes

During lab practical's at the TVCC Ranch, a few students are reluctant to take part in every activity performed on or with cattle even though the instructor is encouraging them to do so. I see where improvement can be made to the encouragement of students so that all of the students take part in all procedures/activities performed. Therefore, I will develop a grading sheet with a list of individual animal husbandry procedures/activities being performed during a specific lab combined with student's names and inform the students how someone not experiencing a particular procedure/activity can negatively affect their lab grade for that day.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: AGRI.1325

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

AGRI 1325, Marketing of Agricultural Products

1.1 Division-Department

Career and Technology - Agriculture

1.2 Course Type

Academic General Education Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will become familiar with the theory, practice and politics of world trade in agricultural products

1.4.2 Learning Activities

Students will develop an understanding of the desired outcome through reading assignments, class interaction and discussion, and class lecture.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

1.4.4 Measure of Success

60% of evaluated students will complete the drawing project and demonstrate 75% mastery in communicating the correct size, shape, appearance, and material of an object to be created

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

62% of my students developed over a 75% mastery of being familiar with the theory, practice and politics of world trade in agricultural products. There was a written exam given that included many questions related to world trade.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

I will increase the benchmark to 65% of my students will develop over a 75% mastery of being familiar with the theory, practice and politics of world trade in agricultural products. There was a written exam given that included many questions related to world trade.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: AUMT.1405

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

AUMT 1405, Introduction to Automotive Technology

1.1 Division-Department

Career and Technology

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General	General
Education (Use	Education
for LEAPs)	Outcomes

Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Technology

Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The student will be able to identify the different sizes of SAE and National course bolts.

1.4.2 Learning Activities

Student will measure bolt with a ruler and determine thread size by comparing the obtained information with the specification reference material and using a thread gage

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General	General
Education	Education
(Use for	Outcomes
LEAPs)	

Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Career Entry Skills

Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

Indicates: 70% of evaluated students will complete the identification of the bolts and thread size of 80% of bolts and nuts assigned.

1.4.5 Data Summary Data Summary

70% of the students were able to achieve success with this activity.

1.4.5.1 Analysis and Evaluation Analysis

Students measured bolts with a ruler and determined thread size by comparing the obtained information with the specification reference material and using a thread gauge.

Our benchmark was achieved and in the future we will look at possibly moving the benchmark.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes Description of Changes

At the present we will keep the activity, but we will possibly change the benchmark in the future.

1.4.5.4 Distance Learning: Analysis and Evaluation DL Analysis

Not applicable This would not apply to Distance Learning. We do not expect a Distanced Ed. component.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: AUMT.1416

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

AUMT 1416, Suspension and Steering

1.1 Division-Department

Career and Technology

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Technology

Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will be able to connect the alignment machine to the automobile

1.4.2 Learning Activities

Students will study the component parts to the front and rear suspension system in the online reference material follow the diagram for correctly attaching the alignment machine to the automobile.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
--	----------------------------------

Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Career Entry Skills

Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

70% of evaluated student will complete 80% of the process of connecting the automobile to the alignment machine

1.4.5 Data Summary Data Summary

70% of evaluated student have completed 80% of the process of connecting the automobile to the alignment machine.

1.4.5.1 Analysis and Evaluation Student Analysis

70 % of the Students have studied the component parts to the front and rear suspension system in the online reference material and did follow the diagram for correctly attaching the alignment machine to the automobile.

The Benchmark is Achieved

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes Benchmark Changes

At the present we will keep the activity, but we will possibly change the benchmark in the future.

1.4.5.4 Distance Learning: Analysis and Evaluation DL

Not applicable This would not apply to Distance Learning. We do not expect a Distanced Ed. component.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: AUMT.1419

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

AUMT 1419, Auto Engine Repair

1.1 Division-Department

Career and Technology

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Student will be able to check ring to piston groove side clearance to determine if it is within specifications.

1.4.2 Learning Activities

Using a feeler gauge, a micrometer and reference material, the student will perform the ring to piston groove side clearance check to determine if it is within specifications.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

Indicates: 70% of evaluated students will complete the side clearance check and determine if the clearance is within spec 80% of the time.

1.4.5 Data Summary Student Data Summary

Student did use a feeler gauge, a micrometer and reference material, the student did perform the ring to piston groove side clearance check, to determine if it is within specifications.

1.4.5.1 Analysis and Evaluation Changes

70% of evaluated students did complete the side clearance check and did determine if the clearance is within spec 80% of the time.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes Changes

At the present we will keep the activity, but we will possibly change the benchmark in the future.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: BCIS.1305
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

BCIS 1305, Business Computer Applications

1.1 Division-Department

Business and Computer Science

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

- Technology Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating
- Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Format a research paper using the appropriate MLA seventh edition style.

1.4.2 Learning Activities

Student will show proficiency by formatting an unformatted research paper with the specified formatting required. The formatting should include; modifying the documents normal style to Times New Roman, 12 pt., double spacing, no blank space after paragraphs; inserting a header with name and page number, inserting text, inserting a web citation, inserting a journal citation, inserting a book citation, inserting a footnote, formatting a bulleted list, and inserting a bibliography..

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

- Technology Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating
- Career Entry Skills (CE): Students will be able to demonstrate academic

Career Entry Skills skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

75% of students evaluated will score a 70% on the project.

1.4.5 Data Summary

Eighty three percent (83%) of students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcomes in all classes. There were a total of 530 respondents with 439 achievers.

Ninety two percent (92%) of students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcomes in face to face or hybrid classes. There were 214 respondents with 197 achievers.

Seventy seven percent (77%) of students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcomes in distance classes. There were 316 respondents with 242 achievers.

1.4.5.1 Analysis and Evaluation

Eighty three percent (83%) of students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcomes in all classes.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

Since the difference in success between face to face and distance students is significant this LEAP will be retained and additional material will be provided to distance students so the learning success rate will be similar

1.4.5.4 Distance Learning: Analysis and Evaluation

Seventy seven percent (77%) of the students achieved the benchmark which is marginally above the desired average, but significantly below the face to face success rate (92%). Due to this we will retain this LEAP and provide additional training.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Seventy seven percent (77%) of the students achieved the benchmark which is marginally above the desired average, but significantly below the face to face success rate (92%). Due to this we will retain this LEAP and provide additional training through curriculum supplementation

Program Name: BMGT.1327

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

BMGT 1327, Principles of Management

1.1 Division-Department

Business and Computer Science - Management

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Communication Skills Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will interview a manager to learn about their job, qualifications and challenges they face on a daily basis.

1.4.2 Learning Activities

Students will choose a manager with 2-5 years of management experience and set up an interview. During the interview, the student will ask a set of eight questions related to the managers position. The student will prepare the assignment after the interview and include the detailed responses by using complete sentences.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Communication Skills Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain

entry-level employment in a target occupation

1.4.4 Measure of Success

80% of the evaluated students will demonstrate an ability of 75% mastery of the objective.

1.4.5 Data Summary

In the Principles of Management class, the students interviewed a manager with 2-5 years of management experience and asked a set of eight questions related to the managers' position. The student then prepared the assignment after the interview and included the detailed responses by using complete sentences and proper grammar. 80% of the evaluated students will demonstrate an ability of 75% mastery of the objective.

1.4.5.1 Analysis and Evaluation

In the Principles of Management lecture class, eight students out of ten completed the manager interview with a mastery of 75% or above. The overall class objective was met because 80% of the students met the learning outcome.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

I do not see a need to change or modify this manager interview assignment. The students gain valuable insight into the position and responsibilities of a manager.

1.4.5.4 Distance Learning: Analysis and Evaluation Distance Learning Fall 2016 / Spring 2017

In the online Principles of Management class, the students interviewed a manager with 2-5 years of management experience and asked a set of eight questions related to the managers' position. The student then prepared the assignment after the interview and included the detailed responses by using complete sentences and proper grammar. 80% of the evaluated students will demonstrate an ability of 75% mastery of the objective. In the Fall 2016, 91% mastered the learning outcome and in the Spring 2017 semester, 88% mastered the learning outcome.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes

I do not see a need to change or modify this manager interview assignment. The students gain valuable insight into the position and responsibilities of a manager.

Program Name: BMGT.1341

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

BMGT 1341, Business Ethics

1.1 Division-Department

Business and Office Administration

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The student will be able to differentiate the type of stakeholders and analyze the interactions between an organization and its primary and secondary stakeholders

1.4.2 Learning Activities

Utilizing a stakeholder model, students will identify stakeholders of a given company, categorize each as primary or secondary, and analyze the organizations level of social responsibility in a case analysis.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

1.4.4 Measure of Success

70% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

One hundred per cent of the students evaluated scored above the level of completion that was necessary to be satisfactory for the objective.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.3 Description of Changes

We are anticipating no changes at this time because of the successful completion rate of the students who completed the assessment of the objective.

1.4.5.4 Distance Learning: Analysis and Evaluation

Eighty Eight per cent of the students successfully completed the objective so not changes in the instructional methods are anticipated at this time.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.6 Distance Learning: Description of Changes

No changes are anticipated at this time because of the successful completion of the objective.

Program Name: BUSG.1301

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

BUSG 1301, Introduction to Business

1.1 Division-Department

Business and Computer Science

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Communication Skills Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Describe the major forms of business ownership available to a new start-up business.

1.4.2 Learning Activities

Students will choose one of the five business ideas and prepare an individual report that explains the form of ownership your business should take and why. Also, create an outline of a business plan for the selected business idea.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Communication Skills Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

75% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary

In the Introduction to Business class, students described the major forms of business ownership available to a new start-up business and created an outline of a business plan. 94/106 students or 89% completed the learning outcome and scored 70% or above.

1.4.5.1 Analysis and Evaluation

When the students were provided the grading rubric, it served as an outline and aided the students in completing the task. It was also helpful to group the students and allow them to practice teamwork and collaborate on this project.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

Depending on the maturity level of the student, this project can be modified to fit the learning framework of the students taught. Using teamwork is still very beneficial, as it prepares the student for real-life experiences in the workplace.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: BUSG.2309

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

BUSG 2309, Small Business Management

1.1 Division-Department

Business and Computer Science - Management

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Communication Skills Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will prepare a business plan which can be applied to an existing, expanded or a new venture. A new venture will need to determine the location plan, the marketing plan, the organizational plan, the financial plan and the exit or the harvest plan.

1.4.2 Learning Activities

Students will prepare a business plan for a new start-up business that matches their skills and experience or an existing or expanded business venture. Utilize the Chapter 6, Exhibit 6.4 Business Plan Outline to focus on the major segments of the business plan, marketing plan, organizational plan, the financial plan and the exit/harvest plan.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Communication Skills Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Career Entry Skills (CE): Students will be able to demonstrate academic

Career Entry Skills skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

75% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary Small Business Plan Project

The small business class is only offered once a year in the Spring semester online.

1.4.5.1 Analysis and Evaluation

This Small Business Management class is only offered online during the spring semester.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alter classroom engagement strategy (team project, contests, technology use, etc.)

1.4.5.3 Description of Changes

Consider offering this class in the evening in a lecture format.

1.4.5.4 Distance Learning: Analysis and Evaluation Small Business Plans

In this online Small Business Management class, 13 students out of 17 completed the final project of preparing a Small Business Plan. The overall learning outcome was met, since 77% of the students completed the final project with a mastery of 70% or better.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alter classroom engagement strategy (team project, contests, technology use, etc.)

1.4.5.6 Distance Learning: Description of Changes

I will require the students to complete the financial section as a separate assignment earlier in the semester in order to provide more instruction on what is needed.

Program Name: Certificate Non-Credit - Adult Education
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course Adult Education and Literacy (AEL)

The Adult Education and Literacy grant is managed by the Texas Workforce Commission (TWC). All course information is tracked in TWC's data system called TEAMS (Texas Educating Adults Management System),

1.1 Division-Department Continuing and Workforce Education

1.2 Course Type

Academic General Education Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

N/A

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
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1.4 Measured Outcome

Adults entering the GED Preparation course are expected to make significant gains in their abilities to improve written communication skills for passing the Reasoning Language Arts (RLA) GED test; for employment, and real life occurrences in a clear and concise manner. Skills addressed in this coursework include 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.

1.4.1 Student Learning Outcomes

Students will demonstrate mastery of writing skills by being able (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).

1.4.2 Learning Activities

Oral and Written Communication (CM): To communicate clearly and effectively in both oral and written English, focusing on interpretation and expression of ideas through written, oral, and visual communication.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

N/A

General Outcomes Links

General Education (Use	General Education
-------------------------------	-------------------

for LEAPs)**Outcomes****Communication Skills**

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

1.4.4 Measure of Success

By introducing the student to proper planning, organizing, writing, evaluating and revision techniques, the student will be able to communicate well and express ideas well through written, oral, and visual communication. Students 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 digital learning programs and by producing assignments with computers preparing them to pass entry level tests such as the Computer Based Test (CBT) GED.

1.4.5 Data Summary

Educational functioning levels are determined by TWC annually for the Program Year (PY). AEL's program year begins July 1st. and ends June 30th.

1.4.5.1 Analysis and Evaluation

Following final data sign-off, analysis and evaluation of educational functioning levels (EFL) are reported and the end of the PY.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

N/A

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable N/A

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: COSC.1336

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

COSC 1336, Programming Fundamentals I

1.1 Division-Department

Business and Computer Science - Computer Science

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Design, code and test a computer program that utilizes a logical statement

1.4.2 Learning Activities

By analyzing computer program specifications and requirement statements, draft a computer program using logical program syntax. Design, code, test and document a program that produces correct output using logical program statements.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

65% of students evaluated will produce a correct, fully functional program using logical program statements.

1.4.5 Data Summary

100% of the students assessed achieved 65% accuracy or greater when assessed on the learning outcome in all classes.

100% of the students assessed achieved 65% accuracy or greater when assessed on the learning outcome in all face-to-face classes.

100% of the students assessed achieved 65% accuracy or greater when assessed on the learning outcome in the Internet class.

1.4.5.1 Analysis and Evaluation

100% of the students assessed achieved 65% accuracy or greater when assessed on the learning outcome in all classes.
LEAP was accomplished.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

Since 100% of the 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.

1.4.5.4 Distance Learning: Analysis and Evaluation

100% of the students assessed achieved 65% accuracy or greater when assessed on the learning outcome in the Internet class.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.6 Distance Learning: Description of Changes

Since 100% of the 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.

Program Name: CRIJ.1301
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

CRIJ 1301, Introduction To Criminal Justice

1.1 Division-Department

Career and Technology Criminal Justice

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
 Education
 (Use for
 LEAPs)** General
 Education
 Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will analyze the criminal justice process and the parties involved.

1.4.2 Learning Activities

Students will demonstrate their knowledge of the criminal justice system by distinguishing between the steps from arrest to trial and identifying the parties involved in reviews and written assignments.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
 Education
 (Use for
 LEAPs)** General
 Education
 Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

60% of evaluated students will score at least 75% in both review and written assignments, thereby

demonstrating critical thinking and career entry skills.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

90% of students passed this course with a 75 or higher. 60% were projected to score 75 or higher.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

No changes required.

1.4.5.4 Distance Learning: Analysis and Evaluation

85% of student scored 75 or higher. 60% was projected to score 75 or higher.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

No changes required.

Program Name: CRIJ.1310

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

CRIJ 1310, Fundamentals Of Criminal Law

1.1 Division-Department

Career and Technology Criminal Justice

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will be able to recognize the major penal offenses and penalties in Texas.

1.4.2 Learning Activities

Analyze fact situations to determine what offense has been committed in reviews; and in written assignments analyze the major offenses in Texas.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
--	----------------------------------

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

60% of evaluated students will score at least 75% in both review and written assignments, thereby

demonstrating critical thinking and career entry skills.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

84% of students completed the course with a 75 or higher. 60% projected to score 75 or higher.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

No changes

1.4.5.4 Distance Learning: Analysis and Evaluation

81% of students completed the course scoring 75 or higher. 60% projected to score 75 or higher.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

No changes required.

Program Name: CRIJ.2328

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

CRIJ 2328, Police Systems and Practices

1.1 Division-Department

Career and Technology Criminal Justice

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Discuss and explain the establishment of organized police departments and the special problems with police departments.

1.4.2 Learning Activities

Reviews, assignments, tests and discussions will evaluate the outcomes based upon the developed Rubric.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
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Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

70/75

70% of students completing course will score 75 or higher based on rubric outcome.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

88% of students completed the course with a 75 or higher. 60% were projected to score 75 or higher.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

no changes required

1.4.5.4 Distance Learning: Analysis and Evaluation

91% of students completed the course with a 75 or higher. 60% were projected to complete the course with a 75 or higher.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

no changes required

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Discuss police discretion and the stress in policing

1.5.2 Learning Activities

Reviews, assignments, tests and discussions will evaluate the outcomes based upon the developed Rubric.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education General Education

(Use for LEAPs)	Outcomes
Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.5.4 Measure of Success

70/75

70% of students completing course will score 75 or higher based on rubric outcome.

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

88% of students completed the course with a 75 or higher.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.3 Description of Changes

no changes required

1.5.5.4 Distance Learning: Analysis and Evaluation

91% of students completed the course with a 75 or higher. 60% were projected to complete the course with a 75 or higher.

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.6 Distance Learning: Description of Changes

no changes required

1.6 Measured Outcome

1.6.1 Student Learning Outcomes

Describe the traditional patrol methods and strategies for combating crime and explain how the Bill of Rights and the Supreme Court regulate police actions.

1.6.2 Learning Activities

Reviews, assignments, tests and discussions will evaluate the outcomes based upon the developed Rubric.

1.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.6.4 Measure of Success

70/75

70% of students completing course will score 75 or higher based on rubric outcome.

1.6.5 Data Summary

1.6.5.1 Analysis and Evaluation

88% of students completed the course with a 75 or higher. 60% were projected to complete the course with a 75 or higher.

1.6.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.6.5.3 Description of Changes

no changes required

1.6.5.4 Distance Learning: Analysis and Evaluation

91% of students completed the course with a 75 or higher. 60% were projected to complete the course with a 75 or higher.

1.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.6.5.6 Distance Learning: Description of Changes

no changes required

Program Name: CSME.1430

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

CSME 1430, Orientation to Nail Technology

1.1 Division-Department

Career and Technology - Manicure Technology

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Properly Apply TDLR approve procedures to complete a manicure and pedicure

1.4.2 Learning Activities

Hands on demonstrations will be presented to students by Instructor in accordance with Texas Department of Licensing and Regulation. Students then will present their own demonstration to communicate skills obtained.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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1.4.4 Measure of Success

90% of students completing the Manicure program will be able to accurately perform a manicure and pedicure in compliance with TDLR guidelines to attain entry-level employment in a target occupation.

1.4.5 Data Summary

90% of students achieved learning outcome by properly applying TDLR approved procedures in the performance and completion of a manicure and pedicure.

1.4.5.1 Analysis and Evaluation

Hands-on and oral presentations were given in accordance with TDLR guidelines, 90% of students accurately performed a manicure and a pedicure following proper procedure.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

Will be introducing more media and power point presentations for instruction.

1.4.5.4 Distance Learning: Analysis and Evaluation

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

1.4.5.6 Distance Learning: Description of Changes

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Mastery of hand and arm manipulation and the importance of proper safety and sanitation application

1.5.2 Learning Activities

Classroom lectures and collective discussion will be used to help students understand the application process. Video streaming in conjunction with text book theory will used to reinforce understanding.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
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Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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1.5.4 Measure of Success

70% of students will complete textbook theory with 80% ability to accurately demonstrate workforce skills and evaluate creative thinking skills needed for entry-level employment.

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

1.5.5.2 Changes as a Result of Analysis and Evaluation

1.5.5.3 Description of Changes

1.5.5.4 Distance Learning: Analysis and Evaluation

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

1.5.5.6 Distance Learning: Description of Changes

Program Name: CSME.1431

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

CSME 1431, Principles of Nail Technology

1.1 Division-Department

Workforce Education - Manicure Technology

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Understand the importance of anatomy, physiology, and histology to the nail profession.

1.4.2 Learning Activities

Students will use online licensing preparation practice exams to self-test along with textbook and work book. Topic of study will be given to the class for research, and to prepare for an oral presentation

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

70%/80%

70% of students completing the Manicure program will demonstrate academic skills and 80% will effectively demonstrate communication through an oral presentation

1.4.5 Data Summary

75% of students achieved the learning outcome understanding anatomy and physiology in the nail profession.

1.4.5.1 Analysis and Evaluation

75% of students performed well working in pairs researching and self testing on-line as apposed to group oral presentation.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

Additional assignments and smaller group activitites will be implemented

1.4.5.4 Distance Learning: Analysis and Evaluation

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

1.4.5.6 Distance Learning: Description of Changes

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Define tissue and identify the types of tissues found in the body

1.5.2 Learning Activities

Students will use online licensing preparation practice exams to self-test along with textbook and work book. Students will also prepare index card containing terminology of various types of tissues

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Technology (TECH): Students will be able to utilize computer based

Technology

technology in accessing information, solving problems and communicating

1.5.4 Measure of Success

70%/80%

70% of Students will complete the Manicure program and participate in use of online practice examination with 80% mastering of problem solving.

1.5.5 Data Summary**1.5.5.1 Analysis and Evaluation****1.5.5.2 Changes as a Result of Analysis and Evaluation****1.5.5.3 Description of Changes****1.5.5.4 Distance Learning: Analysis and Evaluation****1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation****1.5.5.6 Distance Learning: Description of Changes****1.6 Measured Outcome****1.6.1 Student Learning Outcomes**

Describe the structure and composition of the skin, disorders and prevention

1.6.2 Learning Activities

Students will create a columnar chart as a group project that will analyze skin structure.

1.6.3 Required General Education Outcome for this SLO (LINK to selection)*General Outcomes Links*

General Education (Use for LEAPs) General Education Outcomes

Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.6.4 Measure of Success

70%/80%

70% of students will complete the chart as assigned demonstrating 80% mastery of academic skills and abilities used to design the project.

1.6.5 Data Summary

1.6.5.1 Analysis and Evaluation

1.6.5.2 Changes as a Result of Analysis and Evaluation

1.6.5.3 Description of Changes

1.6.5.4 Distance Learning: Analysis and Evaluation

1.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

1.6.5.6 Distance Learning: Description of Changes

Program Name: CSME.1441

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

CSME 1441, Principles of Nail Technology II

1.1 Division-Department

Workforce Education - Manicure Technology

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Understand laws, rules, proper sanitation, and universal precautions

1.4.2 Learning Activities

Students will use chapter review and workbook to complete as a group. Students will also use the Texas Department of Licensing and Regulation Laws and Rules book for Cosmetology as a study guide to prepare for final testing.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
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Career Entry Skills

Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

70%/80%

70% of evaluated

Students will demonstrate academic skills and abilities with 80% mastery in communication and preparation for state board examination.

1.4.5 Data Summary

75% of students achieved learning outcome understanding laws, rules, proper sanitation, and universal precautions. Textbook revisions and more computer programs will be implemented in the upcoming semester.

1.4.5.1 Analysis and Evaluation

75% of students achieved understanding of laws, rules and sanitation using the TDLR book for Cosmetology. Working in small groups students utilized communication skills to complete TDLR booklets designed to help prepare for state board examinations.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

Implementation of computer programs and textbook revisions will be introduced into classroom discussion.

1.4.5.4 Distance Learning: Analysis and Evaluation**1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation****1.4.5.6 Distance Learning: Description of Changes****1.5 Measured Outcome****1.5.1 Student Learning Outcomes**

Discuss the different forms of matter and how it relates to the body

1.5.2 Learning Activities

Student will participate in group experiments and classroom discussion

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.5.4 Measure of Success

70%/80%

70% of evaluated students will participate in experimentation and demonstrate 80% mastery in communicating the appearance and material of an object or objects in experiment.

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

1.5.5.2 Changes as a Result of Analysis and Evaluation

1.5.5.3 Description of Changes

1.5.5.4 Distance Learning: Analysis and Evaluation

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

1.5.5.6 Distance Learning: Description of Changes

1.6 Measured Outcome

1.6.1 Student Learning Outcomes

Describe the overexposure principle and its application to nail care and the body

1.6.2 Learning Activities

Milady text book and workbook chapters will be completed and adapted to lecture and classroom discussion. Visual and oral presentations will accompany.

1.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)**

General
Education
Outcomes

Communication Skills Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.6.4 Measure of Success

70%/80%

70% of students completing the Manicure program will demonstrate academic skills and 80% will effectively demonstrate workforce skills and abilities to obtain entry level employment.

1.6.5 Data Summary

1.6.5.1 Analysis and Evaluation

1.6.5.2 Changes as a Result of Analysis and Evaluation

1.6.5.3 Description of Changes

1.6.5.4 Distance Learning: Analysis and Evaluation

1.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

1.6.5.6 Distance Learning: Description of Changes

Program Name: CSME.1453

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

CSME 1453, Chemical Reformation and Related Theory

1.1 Division-Department

Workforce Education-Cosmetology

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
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Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Student will be able to list the factors of the hair analysis for chemical texture services.

1.4.2 Learning Activities

Students will use online licensing preparation practice exams to self-test along with textbook. Lecture and theory from instructor.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
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Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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1.4.4 Measure of Success

87% of the students completing the chemical portion of this class. Will be 90-95% successful in the practical portion of the State of Texas Cosmetology Board.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

100% percent of students have completed the chemical portion of the class. None of the students have taken the practical portion of TDLR. They cannot take this portion until they graduate.

1.4.5.2 Changes as a Result of Analysis and Evaluation

1.4.5.3 Description of Changes

1.4.5.4 Distance Learning: Analysis and Evaluation

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

1.4.5.6 Distance Learning: Description of Changes

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

The students will be able to explain the physical and chemical actions that take place during the permanent.

1.5.2 Learning Activities

The instructor will be covering ex; nine section perm.it is a very important skill a student must know

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills

Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.5.4 Measure of Success

95-98% of all students will know this technique before they leave cosmetology school.

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

100% of students demonstrated knowledge of chemical and physical actions.

1.5.5.2 Changes as a Result of Analysis and Evaluation

1.5.5.3 Description of Changes

1.5.5.4 Distance Learning: Analysis and Evaluation

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

1.5.5.6 Distance Learning: Description of Changes

1.6 Measured Outcome

1.6.1 Student Learning Outcomes

Students will be able to demonstrate basic wrapping patterns.

1.6.2 Learning Activities

The instructor will be teaching theory and hands on.

1.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills

Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.6.4 Measure of Success

95-98% of students will pass this portion of the exam.

1.6.5 Data Summary

1.6.5.1 Analysis and Evaluation

100% of students have demonstrated basic wrapping patterns.

1.6.5.2 Changes as a Result of Analysis and Evaluation

1.6.5.3 Description of Changes

1.6.5.4 Distance Learning: Analysis and Evaluation

1.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

1.6.5.6 Distance Learning: Description of Changes

Program Name: CSME.2443

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

CSME 2443, Salon Development

1.1 Division-Department

Workforce Education - Cosmetology

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The qualities that help a new employee succeed in a service profession

1.4.2 Learning Activities

Students will use online licensing preparation practice exams along with textbook and instructors theory

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

90% of students will complete textbook theory 95% will demonstrate work force skills needed for entry-level employment

1.4.5 Data Summary

100% of students completed textbook theory and demonstrated work force skills.

1.4.5.1 Analysis and Evaluation**1.4.5.2 Changes as a Result of Analysis and Evaluation****1.4.5.3 Description of Changes****1.4.5.4 Distance Learning: Analysis and Evaluation****1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation****1.4.5.6 Distance Learning: Description of Changes****1.5 Measured Outcome****1.5.1 Student Learning Outcomes**

Most effective way to build a client base

1.5.2 Learning Activities

Instructors theory and salon owners, textbook theory

1.5.3 Required General Education Outcome for this SLO (LINK to selection)*General Outcomes Links*

General Education (Use for LEAPs)	General Education Outcomes
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Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
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1.5.4 Measure of Success

95% of students will complete the skills for employment

1.5.5 Data Summary**1.5.5.1 Analysis and Evaluation**

100% completed skills for employment.

1.5.5.2 Changes as a Result of Analysis and Evaluation

1.5.5.3 Description of Changes

1.5.5.4 Distance Learning: Analysis and Evaluation

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

1.5.5.6 Distance Learning: Description of Changes

Program Name: CSME.2541

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

CSME 2541, Preparation for the State Licensing Examination

1.1 Division-Department

Workforce Education - Cosmetology

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Communication Skills Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Student will be able to discuss the essentials of becoming test-wise in order to prepare for the state written and practical examination.

1.4.2 Learning Activities

The instructor will incorporate the proper theory. Students will use online licensing exams to self-test along with textbook and workbook.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Communication Skills Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

95% of the students will complete this portion and pass the TDLR test successfully.

1.4.5 Data Summary

100% of students who have taken the TDLR exam have passed.

1.4.5.1 Analysis and Evaluation

100% of the students that have taken the TDLR have passed.

1.4.5.2 Changes as a Result of Analysis and Evaluation**1.4.5.3 Description of Changes****1.4.5.4 Distance Learning: Analysis and Evaluation****1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation****1.4.5.6 Distance Learning: Description of Changes****1.5 Measured Outcome****1.5.1 Student Learning Outcomes**

The student will be prepared for test day

1.5.2 Learning Activities

Classroom lectures and collective discussion will be used to help the student with the application process

1.5.3 Required General Education Outcome for this SLO (LINK to selection)*General Outcomes Links*

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills

Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.5.4 Measure of Success

90% of the students will complete textbook and theory and will demonstrate workforce skills needed for entry level employment

1.5.5 Data Summary

100% of students who have taken the TDLR have passed.

1.5.5.1 Analysis and Evaluation

100% of students who have taken the TDLR test have passed.

1.5.5.2 Changes as a Result of Analysis and Evaluation

1.5.5.3 Description of Changes

1.5.5.4 Distance Learning: Analysis and Evaluation

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

1.5.5.6 Distance Learning: Description of Changes

Program Name: DFTG.1305

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

DFTG 1305, Technical Drafting

1.1 Division-Department

Career and Technology - Drafting

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will be able to produce effective hand drawings based on standards and conventional practices that describe an objects geometry in an unambiguous manner.

1.4.2 Learning Activities

End of course hand drawing project will be produced. This project will be evaluated for proper views, line quality, line types, dimensions, and proper use of sections based upon the developed Rubric. This project demonstrates communicating the correct size, shape, appearance, and material of an object to be created.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
	Communication Skills (CM): To include effective development,

Communication Skills	interpretation and expression of ideas through written, oral and visual communication
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

60% of evaluated students will complete the drawing project and demonstrate 75% mastery in communicating the correct size, shape, appearance, and material of an object to be created.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

This course had a low enrollment of only 3. Only 2 students completed the assignment. Using these 2 students, 50% scored 75% or better per the Hand Working Drawing rubric.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alter classroom engagement strategy (team project, contests, technology use, etc.)

1.4.5.3 Description of Changes

I will turn this project into a competition between students with the offer of small scholarship incentive awarded to the highest grade on the project.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: DFTG.1309

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

DFTG 1309, Basic Computer Aided Drafting

1.1 Division-Department

Career and Technology Division - Drafting

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will be able to demonstrate the use of Computer Aided Drafting (CAD) software to create, display, and plot properly formatted engineering working drawings, utilizing the TVCC Drafting title block, line type and line color standards.

1.4.2 Learning Activities

End of course CAD drawing project will be produced. This project will be evaluated for proper views, line quality, line types, line colors, dimensions, and proper use of sections based upon the developed Rubric. This CAD project demonstrates using technology in communicating the correct size, shape, appearance, and material of an object to be created.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Communication Skills (CM): To include effective development,

Communication Skills	interpretation and expression of ideas through written, oral and visual communication
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

60% of evaluated students will complete the CAD drawing project and demonstrate 75% mastery of the use of technology in communicating the correct size, shape, appearance, and material of an object to be created.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

This course had a total of 5 enrolled. 80% of the students scored 82% or higher on this project per the CAD Working Drawing rubric.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

I will evaluate the end of course project to determine if the difficulty level of this project should be increased.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: DFTG.1457

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

DFTG 1457, Specialized Intermediate Computer-Aided Drafting (CAD)

1.1 Division-Department

Career and Technology Mechanical Engineering Technology

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Utilizing Computer Aided Design (CAD) software, students will construct 2D and 3D models/assemblies/drawings and exhibit proper dimensioning/design techniques. To use learned techniques to independently design, evaluate, and create functioning parts.

1.4.2 Learning Activities

Use guided tutorials and instructor led demonstrations to design and construct 3D computer aided drafting models. Models will be evaluated for proper dimensioning, completion, and accuracy. Independent assignments to demonstrate innovative synthesis of design techniques, 3d model creation, and part proto typing.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

60% of evaluated students will complete the required exercises and tests and demonstrate 75% mastery in creating 3d models exhibiting proper design techniques.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

Students were assessed on their ability to create 3D models using CAD software. The Students were given blueprints and required to create the 3d model based on the criteria and dimensions listed on the blueprints. The 3D models were then assessed for completion and accuracy. 75% (3 out of 4) of the students passed the evaluation criteria. 1 student failed to complete the course curriculum.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: DFTG.2332

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

DFTG 2332, Advanced Computer Aided Drafting

1.1 Division-Department

Career and Technology Division - Drafting

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will be able to develop a library of predefined objects known as blocks. The library will consist of plain blocks, attributed blocks, and dynamic blocks consisting of mechanical, electrical, architectural, and topographical symbols. This library will be used for this course and many future courses.

1.4.2 Learning Activities

A drawing assignment requiring the use of the block library will be completed. This assignment will be used to evaluate the proper creation of the blocks and the selection of the proper type of block. The proper creation and selection will be based upon the developed Rubric.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual
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	communication
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

60% of evaluated students will complete the block library and associated drawing assignment and demonstrate

75% mastery of the proper creation of the blocks and the selection of the proper type of block.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

In this course there were 3 students enrolled. 100% of students scored 90% or higher on this exercise.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

This exercise needs to be re-evaluated for difficulty level.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: FIRT.1305

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

1.1 Division-Department

1.2 Course Type

1.3 Required General Education Outcomes for Course (LINK to selection)

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

1.4.2 Learning Activities

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

1.4.4 Measure of Success

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

1.4.5.2 Changes as a Result of Analysis and Evaluation

1.4.5.3 Description of Changes

1.4.5.4 Distance Learning: Analysis and Evaluation

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

1.4.5.6 Distance Learning: Description of Changes

Program Name: FIRT.1315

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

1.1 Division-Department

1.2 Course Type

1.3 Required General Education Outcomes for Course (LINK to selection)

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

1.4.2 Learning Activities

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

1.4.4 Measure of Success

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

1.4.5.2 Changes as a Result of Analysis and Evaluation

1.4.5.3 Description of Changes

1.4.5.4 Distance Learning: Analysis and Evaluation

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

1.4.5.6 Distance Learning: Description of Changes

Program Name: FIRT.1327

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

1.1 Division-Department

1.2 Course Type

1.3 Required General Education Outcomes for Course (LINK to selection)

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

1.4.2 Learning Activities

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

1.4.4 Measure of Success

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

1.4.5.2 Changes as a Result of Analysis and Evaluation

1.4.5.3 Description of Changes

1.4.5.4 Distance Learning: Analysis and Evaluation

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

1.4.5.6 Distance Learning: Description of Changes

Program Name: HRPO.2301

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course HRPO 2301

HRPO 2301, Human Resource Management

1.1 Division-Department Business and Computer Science - Management

Business and Computer Science - Management

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Communication Skills Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome Training Program/Plan

Develop a training program for the job of an airline reservation clerk for a major airline.

1.4.1 Student Learning Outcomes

Develop a training program for the job of airline reservation clerk for a major airline.

1.4.2 Learning Activities

Develop the outline of a training program for new airline reservation clerks, being specific on what you want to teach the new clerks including the methods and aids to use for training them and topics to be covered in a three day training schedule.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Communication Skills Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

75% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary Human Resource Management Training Plan

In the Human Resource Management lecture class, 7 students completed the airline training plan, which covers an extensive three day training schedule for the new employees hired as airline reservation clerks and the student had to set up the training, including training methods and topics to discuss and hands-on training on the software system. 7 of the 7 students met the objective by making a score of 70% or better. The overall class objective was met because 100% of the students met the learning outcome. At TDCJ, 55 students out of 63 met the objective by making a score of 70% or better, meaning 87% met the learning outcome.

1.4.5.1 Analysis and Evaluation

This assignment was implemented in small groups to utilize the diversity in the classrooms and the varied work experiences to design the three day training plan for the new hires in the airline reservation department.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

Provide an example of the format expected on the document camera for this training plan activity.

1.4.5.4 Distance Learning: Analysis and Evaluation HRPO 2301 online class

In the online section of the HRPO 2301 course, 20 students out of 24 completed the training plan, meaning 83% met the learning outcome. A grading rubric was used to assess the training plan to make sure specific criteria were met on this project.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.6 Distance Learning: Description of Changes HRPO 2301 online class

Make the online students aware of the grading rubric and how the specific criteria is listed to aid them in preparing the airline training plan.

Program Name: IMED.1316

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

IMED 1316, Web Design I

1.1 Division-Department

Business and Computer Science - Computer Science

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Produce a written proposal that documents a website project purpose, goals, target audience, media, and content that achieves the goal efficiently and effectively.

1.4.2 Learning Activities

Create a web project topic.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
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Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

70% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

This was not a face to face class and was an internet class.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.3 Description of Changes

This was an internet class only and not a face to face class.

1.4.5.4 Distance Learning: Analysis and Evaluation

One hundred per cent of the class that was evaluated scored above the mark high enough to meet the objective assessment.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.6 Distance Learning: Description of Changes

Those students that remained in the class scored high on the assessment of the objective, at the same time a number of the students in the class dropped. Will work on the areas needed to help retain students in the class.

Program Name: LGLA.1307

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

LGLA 1307, Law and the Legal Profession

1.1 Division-Department

Business and Computer Science Division - LGLA Department

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The student will be able to identify, define, recognize the following elements of Law and the Legal Profession.

1.4.2 Learning Activities

Recognize and describe what a paralegal is and recognize attributes to a professional paralegal;

Recognize and describe the major tasks that paralegals perform.

Recognize and describe the kinds of activities that paralegals are and are not legally permitted to perform.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

60 percent of the evaluated students will demonstrate an ability of 70% mastery of the objective

1.4.5 Data Summary

One hundred per cent of the students accessed scored above the level of competency to have successfully completed the objective.

1.4.5.1 Analysis and Evaluation

This was not a face to face class.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.3 Description of Changes

This was not a face to face class

1.4.5.4 Distance Learning: Analysis and Evaluation

One hundred per cent (100%) of the students evaluated on this objective successfully completed the objective.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.6 Distance Learning: Description of Changes

The few students who withdrew from the class could have been directed to additional means of learning the material.

Program Name: LGLA.1345

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

LGLA 1345, Civil Litigation - LGLA Department

1.1 Division-Department

Business and Computer Science

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The student will be able to identify, define, recognize the following elements in Civil Litigation.

1.4.2 Learning Activities

Differentiate, recognize, identify between civil and criminal procedure; Recognize or identify the different types of civil litigation cases; Differentiate between primary and secondary sources of law; List alternatives to litigation; distinguish exclusive jurisdiction from concurrent jurisdiction.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

60 percent of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary

Ninety per cent of the students in this class successfully completed the level of competency for this

objective.

1.4.5.1 Analysis and Evaluation

This was not a face to face class.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.3 Description of Changes

This was not a face to face class.

1.4.5.4 Distance Learning: Analysis and Evaluation

Ninety per cent of the students in this class successfully completed the level of competency for this objective.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.6 Distance Learning: Description of Changes

For the very few students who were not able to complete this class, tutoring, additional study techniques and additional materials can be recommended for study for this class. .

Program Name: LGLA.2313

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

LGLA 2313, Criminal Law and Procedure

1.1 Division-Department

Business and Computer Science Division - LGLA Department

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The student will be able to identify, define, recognize the following elements in Criminal Law and Procedure

1.4.2 Learning Activities

Identify or describe the sources of American criminal law; Recognize or describe six factors that constitute the basic elements of a crime.

Identify or describe the three circumstances under Texas law when an individual is criminally responsible for another persons conduct

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

60 percent of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary

One hundred per cent (100%) of the students who were assessed successfully completed the mastering of the objective.

1.4.5.1 Analysis and Evaluation

This was not a face to face class.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.3 Description of Changes

This was not a face to face class.

1.4.5.4 Distance Learning: Analysis and Evaluation

One hundred per cent (100%) of the students who were assessed successfully completed the mastering of the objective.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.6 Distance Learning: Description of Changes

No changes at this time are recommended as all of the students who registered for this class completed it with successful completion of the objective.

Program Name: MCHN.1338

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

MCHN 1338, Basic Machine Shop I

1.1 Division-Department

Career and Technology - Mechanical Engineering Technology

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General	General
Education	Education
(Use for	Outcomes
LEAPs)	

Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Demonstrate proper use of the lathe, milling machine, drill press, power saw, and bench grinder applying good housekeeping. Proper safety and preventative maintenance. Perform bench work including part layout, drilling, reaming, tapping, press fitting, location of hole centers and surfaces. Set up power saws for cutoff operation. Demonstrate tooling maintenance, hazardous material handling.

1.4.2 Learning Activities

Instructor will guide students through basic machine operation and requirements.

Machine components

Machining techniques

Blueprint reading

Metrology

Safety in the workplace

Students will be required to fabricate parts through material selection and blueprint reading/project layout.

Demonstrate a working knowledge of each piece of machine equipment.

Complete independent instructor authorized projects to demonstrate innovation and project management skills

Fabricate prototype parts

Measure parts and compare to specifications for quality control

Determine fit form and function of finished parts

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General	General
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Education (Use for LEAPs)	Education Outcomes
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Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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1.4.4 Measure of Success

60% of evaluated students will complete the required machining projects and tests and demonstrate 80% mastery in creating fabricated parts

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

Students were required to fabricate a project using tool, machines, blueprints and resources. The student projects were then measured and assessed based on the blueprint and criteria for accuracy, safety, time management and proper use of material and equipment. After completion and assessment of student projects, 100% of the students successfully demonstrated the ability to fabricate the project within the assessment criteria.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: MCHN.2344

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

MCHN 2344, Computerized Computer Numerical Control Programming

1.1 Division-Department

Career and Technology - Mechanical Engineering Technology

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Write, simulate, edit, execute CNC programs: calculate feeds and speeds for various materials; select appropriate tooling

Demonstrate operations of CNC machine controls

Compare and contrast the differences between conventional and CNC machines

Utilize CNC machine applications for machining of complete units

1.4.2 Learning Activities

Students will learn basic CNC code formats and begin applying to create working programs.

This will consist of instructor led lectures as well as textbook assignments, examples, and hands on independent assignments

Basic G code

Basic M code

Machine parts

Machine limitations

Tooling requirements

Basic math skill exercises

Machine components

Machining techniques

Blueprint reading

Metrology

Safety in the workplace

Students will be required to fabricate parts through material selection and blueprint reading/project layout.

Demonstrate a working knowledge of each piece of machine equipment.

Determine fit form and function of finished parts

Complete independent instructor authorized projects to demonstrate innovation and project management skills

Fabricate prototype parts

Measure parts and compare to specifications for quality control

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making
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Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating
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Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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1.4.4 Measure of Success

60% of evaluated students will complete the required machining projects and tests and demonstrate 80% mastery in creating fabricated parts

1.4.5 Data Summary

1.4.5.1 Analysis and 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, 92% of students passed evaluation criteria.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: MDCA.1313

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

MDCA 1313, Medical Terminology

1.1 Division-Department

Business and Computer Science - Medical Office

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The student will be able to define, identify, analyze, terms and abbreviations which apply to the structural organization of the body.

1.4.2 Learning Activities

Define, identify, analyze, translate terms and abbreviations which apply to the structural organization of the body, including prefixes, suffixes, roots and combining forms. Identify correct pronunciations, spelling, and definitions of medical terms.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

60 percent of the evaluated students will demonstrate an ability of 70% mastery of the objective

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

Eighty Seven per cent (87%) of the students evaluated in the Medical Terminology class for the Medical Office Technology program scored above the required level for success for the objective.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.3 Description of Changes

For the 13% of the students that did not perform high enough to meet the acceptable rate of success, additional study, tutoring and the use of the Cardinal Success Center is recommended.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable This was not a distance education course.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable This was not a distance education course, it was a face to face course.

Program Name: PHTC.1313

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

PHTC 1313, History of Photography

1.1 Division-Department

Speech and Fine Arts - Photography

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will describe the aesthetic and technical evolution of photography

1.4.2 Learning Activities

Written report that effectively communicates, per standard writing criteria, an understanding of the aesthetic and technical evolution of photography

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
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1.4.4 Measure of Success

Eighty percent of students who generate a satisfactory level of at least 85% of the 100% points

available on the rubric.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

1.4.5.2 Changes as a Result of Analysis and Evaluation

1.4.5.3 Description of Changes

1.4.5.4 Distance Learning: Analysis and Evaluation

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

1.4.5.6 Distance Learning: Description of Changes

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Students will analyze and compare the work of significant photographic practitioners through writing. Student will produce written research papers, along with taking photographs in and around the community to help support the paper, and use as visual aids to present to the class for critical discussion to the class.

1.5.2 Learning Activities

Think Piece Paper

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

1.5.4 Measure of Success

Eighty percent of students will produce a presentation to the class for assessment will achieve at least 85% of the total points available on the rubric.

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

1.5.5.2 Changes as a Result of Analysis and Evaluation**1.5.5.3 Description of Changes****1.5.5.4 Distance Learning: Analysis and Evaluation****1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation****1.5.5.6 Distance Learning: Description of Changes****1.6 Measured Outcome****1.6.1 Student Learning Outcomes**

Student will demonstrate evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.

1.6.2 Learning Activities

Reports requires students to research, write, and document to MLA/APA standards along with students will produce written research papers, along with taking photographs in and around the community to help support the paper, and use as visual aids to present to the class for critical discussion to the class.

1.6.3 Required General Education Outcome for this SLO (LINK to selection)*General Outcomes Links*

General Education (Use for LEAPs)	General Education Outcomes
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Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
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1.6.4 Measure of Success

Student will produce written research papers to class for assessment to achieve 85% of the total points available on the rubric.

1.6.5 Data Summary**1.6.5.1 Analysis and Evaluation****1.6.5.2 Changes as a Result of Analysis and Evaluation****1.6.5.3 Description of Changes**

1.6.5.4 Distance Learning: Analysis and Evaluation

1.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

1.6.5.6 Distance Learning: Description of Changes

Program Name: PHTC.1411

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

PHTC 1411, Digital Photography Certificate

1.1 Division-Department

Speech and Fine Arts - Photography

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will be able to manipulate a captured image using industry-standard software to manipulate technical and composition elements a way that meets minimum standards of professional quality.

1.4.2 Learning Activities

Student 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.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education (Use
for LEAPs)** General
Education
Outcomes

Critical Thinking Skills (CT): To include creative thinking,

Critical Thinking

innovation, inquiry, and analysis, evaluation and synthesis of information

1.4.4 Measure of Success

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.

1.4.5 Data Summary**1.4.5.1 Analysis and Evaluation**

One hundred percent of the students (six enrolled in the class) were successful in all areas of the core objectives.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

If students are all succeeding, either the benchmark is too low or the requirement is not vigorous enough. LCollins

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

1.5 Measured Outcome**1.5.1 Student Learning Outcomes**

Create photographic images

1.5.2 Learning Activities

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

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.5.4 Measure of Success

Student will produce photographs, along with continuing to build a portfolio to class for assessment to achieve 85% of the total points available on the rubric.

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

All of the students, 100%, achieved the required score on the rubric for this component.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.5.5.3 Description of Changes

Benchmark needs to be increased or vigor or course should be evaluated. LCollins

1.5.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.6 Distance Learning: Description of Changes

Not applicable

1.6 Measured Outcome

1.6.1 Student Learning Outcomes

Compose a communicative image. Student will demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.

1.6.2 Learning Activities

Through class discussion, demonstration, and hands-on practice, students will learn the basics of effective photography, along with taking photographs in and around the community to help build up the portfolio, and use as visual aids to present to the class for critical discussion to the class.

1.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General	General
Education	Education
(Use for	Outcomes

LEAPs)

Social Responsibility Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.6.4 Measure of Success

Student will produce photographs, along with continuing to build a portfolio to class for assessment to achieve 85% of the total points available on the rubric.

1.6.5 Data Summary**1.6.5.1 Analysis and Evaluation**

One hundred percent of the student achieved the required minimum score on the rubric on the Social Responsibility component.

1.6.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.6.5.3 Description of Changes

Consider increasing the benchmark or revising the assignment.

1.6.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.6.5.6 Distance Learning: Description of Changes

Not applicable

1.7 Measured Outcome**1.7.1 Student Learning Outcomes**

Present work for critical discussion.

1.7.2 Learning Activities

Students taking photographs to help build up the portfolio, and use as visual aids to present to the class for critical discussion to the class

1.7.3 Required General Education Outcome for this SLO (LINK to selection)*General Outcomes Links*

General Education (Use for LEAPs)	General Education Outcomes
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Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
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Teamwork Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.7.4 Measure of Success

Eighty percent of students will produce a presentation to the class for assessment will achieve at least 85% of the total points available on the rubric.

1.7.5 Data Summary

1.7.5.1 Analysis and Evaluation

One hundred percent of the students achieved the minimum score on the rubric for this component.

1.7.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.7.5.3 Description of Changes

Consider increasing benchmark or changing assignment. LCollins

1.7.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.7.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.7.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: PHTC.1443

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

PHTC 1443, Expressive Photography

1.1 Division-Department

Speech and Fine Arts - Photography

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will gained a critical understanding and proficient articulation of the language of photography

1.4.2 Learning Activities

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.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education (Use
for LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of
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information

1.4.4 Measure of Success

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.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

1.4.5.2 Changes as a Result of Analysis and Evaluation

1.4.5.3 Description of Changes

1.4.5.4 Distance Learning: Analysis and Evaluation

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

1.4.5.6 Distance Learning: Description of Changes

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Students will demonstrate creative visual thinking in producing a portfolio of inter-related images.

1.5.2 Learning Activities

Students will produce a portfolio 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.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.5.4 Measure of Success

Eighty percent of students who produce an adequate number of photographs for the portfolio for

assessment will achieve at least 85% of the 300 points available on the rubric.

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

1.5.5.2 Changes as a Result of Analysis and Evaluation

1.5.5.3 Description of Changes

1.5.5.4 Distance Learning: Analysis and Evaluation

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

1.5.5.6 Distance Learning: Description of Changes

1.6 Measured Outcome

1.6.1 Student Learning Outcomes

Students will also be able to demonstrate an awareness of contemporary aesthetic, legal and ethical considerations in digital imaging.

1.6.2 Learning Activities

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

1.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

1.6.4 Measure of Success

Eighty percent of students will produce a presentation to the class for assessment will achieve at least 85% of the total points available on the rubric.

1.6.5 Data Summary

1.6.5.1 Analysis and Evaluation

1.6.5.2 Changes as a Result of Analysis and Evaluation

1.6.5.3 Description of Changes

1.6.5.4 Distance Learning: Analysis and Evaluation

1.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

1.6.5.6 Distance Learning: Description of Changes

Program Name: POFI.2301

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

POFI 2301, Word Processing I

1.1 Division-Department

Business and Computer Science

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Given a workplace scenario requiring a written solution, assess the communication purpose and then prepare the materials that achieve the goal efficiently and effectively.

1.4.2 Learning Activities

Edit an existing letter to include a table detailing specific information.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating

Career Entry Skills

Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

70% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary

In the POFI 2301 lecture class, the students had to create and format a table in a business letter.

1.4.5.1 Analysis and Evaluation

In the Fall 2016 POFI 2301 lecture class 14 students completed the business letter with an embedded table assignment. 12 students completed the assignment with a score of 70% or higher. One student did not meet the 70% requirement, and one student did not submit the assignment. The class objective was met because 86% of the students completed the assignment with a score of 70% or higher.

In the POFI 2301 Spring 2017 lecture class 9 students completed the the business letter with an embedded table assignment with a score of 80% or better. Therefore, 100% of the students completed the assignment with at least 70% mastery. The class objective was met because 100% of the students met the learning outcome.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

This assignment should not be changed. The students gain practice at creating tables in Word, and they also must correctly formatting a business letter.

1.4.5.4 Distance Learning: Analysis and Evaluation

In the POFI 2301 Fall 2016 online course 15 out of 19 students completed the the business letter with an embedded table assignment. 15 students completed the assignment with a score of 70% or better, and 4 students did not attempt the assignment. The class objective was met because 79% of the students completed the assignment with at least 70% mastery.

In the POFI 2301 Spring 2017 online class 12 out of 18 students completed the the business letter with an embedded table assignment. 9 students completed the assignment with 90% mastery or higher, three students completed the assignment with below a 70% mastery score, and 6 students did not attempt the assignment. Therefore, only 50% of the students completed the assignment with at least 70% mastery. The class objective was not met.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.6 Distance Learning: Description of Changes

This assignment should not be changed. The students gain practice at creating tables in Word, and they also must correctly formatting a business letter. I will add additional resources to the online environment to help students be more successful on this assignment.

Program Name: POFM.1300

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

POFM 1300, Medical Coding

1.1 Division-Department

Business and Computer Science Division Medical Office Technology

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Recognize and Interpret symbols, coding conventions and guidelines used.

1.4.2 Learning Activities

Recognize, Interpret, identify, translate coding conventions and guidelines

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

60 percent of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

This course did not have enough student to make the class in the Spring semester in which it was offered. Therefore no data was accumulated.

1.4.5.2 Changes as a Result of Analysis and Evaluation

1.4.5.3 Description of Changes

1.4.5.4 Distance Learning: Analysis and Evaluation

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

1.4.5.6 Distance Learning: Description of Changes

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Classify the major sections found in the CPT and ICD-10-CM code books.

1.5.2 Learning Activities

Classify, define, identify the major sections in the CPT and ICD 10-CM code Books

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Career Entry Skills

Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.5.4 Measure of Success

60 percent of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

This course did not have enough student to make the class in the Spring semester in which it was offered. Therefore no data was accumulated.

1.5.5.2 Changes as a Result of Analysis and Evaluation**1.5.5.3 Description of Changes****1.5.5.4 Distance Learning: Analysis and Evaluation****1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation****1.5.5.6 Distance Learning: Description of Changes****1.6 Measured Outcome****1.6.1 Student Learning Outcomes**

Analyze cases and apply the correct CPT and ICD-10-CM codes.

1.6.2 Learning Activities

Analyze, identify, interpret, the correct CPT and ICD-10-CM codes.

1.6.3 Required General Education Outcome for this SLO (LINK to selection)*General Outcomes Links*

General Education (Use for LEAPs) General Education Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.6.4 Measure of Success

60 percent of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.6.5 Data Summary**1.6.5.1 Analysis and Evaluation**

This course did not have enough student to make the class in the Spring semester in which it was offered. Therefore no data was accumulated.

1.6.5.2 Changes as a Result of Analysis and Evaluation**1.6.5.3 Description of Changes****1.6.5.4 Distance Learning: Analysis and Evaluation**

1.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

1.6.5.6 Distance Learning: Description of Changes

Program Name: POFM.1327

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

POFM 1327, Medical Insurance

1.1 Division-Department

Business and Computer Science Division Medical

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The student will be able to differentiate and discern the difference between Physician /provider and Hospital billing and claims filing.

1.4.2 Learning Activities

Distinguish, differentiate, discern, identify the difference between Physician/provider and Hospital billing and claims filing.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

60 percent of the evaluated students will demonstrate an ability of 70% mastery of the objective

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

This course did not have enough student to make the class in the Spring semester in which it was offered. Therefore no data was accumulated.

1.4.5.2 Changes as a Result of Analysis and Evaluation

1.4.5.3 Description of Changes

1.4.5.4 Distance Learning: Analysis and Evaluation

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

1.4.5.6 Distance Learning: Description of Changes

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

The student will be able to work/ complete a patient claim from the patient registration (beginning) to the correct provider reimbursement (end) and identify the various types of insurance

1.5.2 Learning Activities

Identify, interpret, describe, work and complete a patient registration form from the (beginning) to the correct provider reimbursement (end) and identify the various types of insurance.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.5.4 Measure of Success

60 percent of the evaluated students will demonstrate an ability of 70% mastery of the objective

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

This course did not have enough student to make the class in the Spring semester in which it was offered. Therefore no data was accumulated.

1.5.5.2 Changes as a Result of Analysis and Evaluation

1.5.5.3 Description of Changes

1.5.5.4 Distance Learning: Analysis and Evaluation

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

1.5.5.6 Distance Learning: Description of Changes

Program Name: POFT.1301

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

POFT 1301, Business English

1.1 Division-Department

Business and Computer Science

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Recognize and create professional business messages that demonstrate accurate formats and ideas expressed in clear, concise, and correct English.

1.4.2 Learning Activities

Using an internal memo format, students will edit and rewrite a poorly written message that suffers from wordiness, indirectness, and confusing instructions.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

Career Entry Skills

1.4.4 Measure of Success

80% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary

Using an internal memo format, students will edit and rewrite a poorly written message that suffers from wordiness, indirectness, and confusing instructions.

1.4.5.1 Analysis and Evaluation

In the POFT 1301 Fall 2016 lecture class 19 out of 22 students completed the business memo editing and rewriting assignment. 17 students completed the assignment with a score of 70% or higher. Two students did not meet the 70% requirement and 3 students did not complete the assignment. The class objective was not met because 77% of the students completed the assignment with a score of 70% or higher.

In the POFT 1301 Spring 2017 lecture class 12 out of 13 students completed the the business memo editing and rewriting assignment. 12 students completed the assignment with a score of 80% or higher, and 1 student did not submit the assignment. Therefore, 92% of the students completed the assignment with at least 70% mastery and the objective was met.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

Since the objective was not met in one class, I will redefine the benchmark. 75% of the evaluated students will demonstrate an ability of 75% mastery of the objective. I think this is a quality assignment, and I will give students additional class time to work on the assignment.

1.4.5.4 Distance Learning: Analysis and Evaluation

In the POFT 1301 Fall 2016 online class 21 out of 26 students completed the business memo editing and rewriting assignment. 19 students completed the assignment with a score of 70% or higher. 2 students completed the assignment with a score of below 70%, and 5 students did not attempt the assignment. The class objective was not met because only 73% of the students completed the assignment with a score of 70% or higher.

In the POFT 1301 Spring 2017 online class 22 out of 32 students completed the business memo editing and rewriting assignment. 22 students students completed the assignment with a score of 70% or higher. Therefore, the class objective was not met because only 69% of the students completed the assignment with a score of 70% or higher.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes

Since the objective was not met in one class, I will redefine the benchmark. 75% of the evaluated students will demonstrate an ability of 75% mastery of the objective. I think this is a quality assignment, and I will allow students additional time to submit the assignment.

Program Name: POFT.2312

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

POFT 2312, Business Correspondence and Communication

1.1 Division-Department

Business and Computer Science - Office Technology

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Create an impressive, error-free multimedia presentation that shows a firm grasp of basic visual design principles.

1.4.2 Learning Activities

Students will create a multimedia presentation that describes the duties of a current position or past job, volunteer activity, hobby, or internship.

Presentation Assignment

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
	Communication Skills (CM): To include effective development,

Communication Skills	interpretation and expression of ideas through written, oral and visual communication
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

70% of the evaluated students will demonstrate an ability of 80% mastery of the subject.

1.4.5 Data Summary

Students created a multimedia presentation that describes the duties of a current position or past job, volunteer activity, hobby, or internship. Students were graded on spelling and grammar, topic development, and presentation style.

1.4.5.1 Analysis and Evaluation

POFT 2312 was not offered as a lecture class in the Fall 2016 semester.

In the POFT 2312 Spring 2017 lecture class 10 out of 14 students completed the presentation assignment. 10 students completed the assignment with a score of 80% or higher, and 4 students did not attempt the assignment. Therefore, the class objective was met because 71% of the students completed the assignment with a score of 80% or higher.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

This assignment should not be changed. The students gain practice on communication skills, critical thinking skills, and creating a comprehensive presentation.

1.4.5.4 Distance Learning: Analysis and Evaluation

In the POFT 2312 Fall 2016 online course 16 of 22 students completed the presentation assignment. 16 students completed the assignment with a score of 80% or higher, and 6 students did not attempt the assignment. Therefore, the class objective was met because 72% of the students completed the assignment with a score of 80% or higher.

POFT 2312 was not offered as an online course during the Spring 2017 semester.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes

This assignment should not be changed. The students gain practice on communication skills, critical thinking skills, and creating a comprehensive presentation.

Program Name: TECA.1311

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

TECA 1311, Educating Young Children

1.1 Division-Department

Business and Computer Science - Early Childhood

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Describe early childhood programs and issues in the field of early childhood education.

1.4.2 Learning Activities

Identify, Analyze, Describe, early childhood programs and curricular models that have influenced practice.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

60 percent of the evaluated students will demonstrate an ability of 70% mastery of the objective

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

100 percent of students evaluated met the objective.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alter classroom engagement strategy (team project, contests, technology use, etc.)

1.4.5.3 Description of Changes

Implement group projects that challenge students to create a lesson plan and evaluate various types of child care settings,

1.4.5.4 Distance Learning: Analysis and Evaluation

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

1.4.5.6 Distance Learning: Description of Changes

Program Name: TECA.1318

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

TECA 1318, Wellness of the Young Child

1.1 Division-Department

Business and Computer Science

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

To acquire an understanding of developmentally appropriate curriculum for young children in nutrition, health, safety, and related situations.

1.4.2 Learning Activities

Describe orally or in writing the principles of healthy behavior and guidance practices that influence nutrition, health, safety, and disease prevention for young children.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

65 percent of the evaluated students will demonstrate an ability of 70% mastery of the objective

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

There is no data to analyze for this course as it was not offered this semester

1.4.5.2 Changes as a Result of Analysis and Evaluation

1.4.5.3 Description of Changes

1.4.5.4 Distance Learning: Analysis and Evaluation

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

1.4.5.6 Distance Learning: Description of Changes

Program Name: TECA.1354

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

TECA 1354, Child Growth and Development

1.1 Division-Department

Business and Computer Science - Early Childhood

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

To acquire an understanding of the development of the child from conception through adolescence, with practical application of developmental principles.

1.4.2 Learning Activities

Demonstrate, Describe/Identify the stages development of the child from conception through adolescence in the following domains:

- a. Physical
- b. Cognitive
- c. Social
- d. Emotional

With application of developmental principles and theories, observation, assessment and recognition of growth and development patterns.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
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Career Entry Skills

Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

65 percent of the evaluated students will demonstrate an ability of 70% mastery of the objective

1.4.5 Data Summary**1.4.5.1 Analysis and Evaluation**

71 percent of students evaluated met the required standard for the objective.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alter classroom engagement strategy (team project, contests, technology use, etc.)

1.4.5.3 Description of Changes

At the end of each unit of development, students will participate in a project to demonstrate critical aspects of that domain of development.

1.4.5.4 Distance Learning: Analysis and Evaluation**1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation****1.4.5.6 Distance Learning: Description of Changes**

Program Name: WLDG.1323

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

WLDG 1323, Welding, Safety, Tool and Equipment

1.1 Division-Department

Career and Technology - Welding

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will be able to use a hand held angle grinder properly and safely.

1.4.2 Learning Activities

Students must demonstrate the ability to assemble and use an angle grinder to grind metal. This project will be evaluating the students ability to choose an appropriate grinding disc (size, maximum speed (RPM), shape and type) for the grinder being used and the metal being ground. It will also evaluate the students ability to use the grinder in a safe and proper manner based upon the developed Rubric.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

75% of the evaluated students will be able to complete the demonstration with 100% mastery in the proper and safe use of an angle grinder.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

80% of the students demonstrated a proper and safe use of the angle grinder.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

85% of all students evaluated will demonstrate a mastery in the proper and safe use of the angle grinder.

1.4.5.4 Distance Learning: Analysis and Evaluation

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

1.4.5.6 Distance Learning: Description of Changes

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Students will be able to use a horizontal band saw in a proper and safe manner.

1.5.2 Learning Activities

Students must demonstrate the ability to use a horizontal band saw properly and safely to cut pieces of metal. This project will evaluate for proper placement of metal in the band saw, proper introduction of the cutting blade into the metal for cutting, cutting the metal and appropriate actions for an emergency shut down of the equipment based upon the developed Rubric.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Career Entry Skills

Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.5.4 Measure of Success

75% of the evaluated students will be able to complete the demonstration with 100% mastery in the

proper and safe use of the horizontal band saw.

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

82 % of the students demonstrated a safe a proper use of the horizontal band saw.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.5.5.3 Description of Changes

90% of the students will be able to demonstrate the proper and safe use of the horizontal band saw.

1.5.5.4 Distance Learning: Analysis and Evaluation

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

1.5.5.6 Distance Learning: Description of Changes

Program Name: WLDG.1421

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

WLDG 1421, Introduction to Welding Fundamentals

1.1 Division-Department

Career and Technology - Welding

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will be able to properly and safely set up and use oxyacetylene cutting equipment.

1.4.2 Learning Activities

Each student will assemble the equipment required to perform oxyacetylene cutting and adjust equipment to cut metal. This project will be evaluated for correct procedures in assembly of equipment and safe operation of the equipment based upon the developed Rubric. This project demonstrates a working knowledge of the equipment and its use.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

75% of the evaluated students will complete the assembly and use of the equipment with 100% mastery in assembly and use of the equipment.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

81% of the students demonstrated a safe and proper use of the oxy/fuel cutting equipment.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

85% of the students will be able to demonstrate the safe and proper use of the oxy/fuel cutting equipment.

1.4.5.4 Distance Learning: Analysis and Evaluation

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

1.4.5.6 Distance Learning: Description of Changes

Program Name: WLDG.2543

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

WLDG 1457, Intermediate Shielded Metal Arc Welding

1.1 Division-Department

TDCJ - Welding

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Communication Skills Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will be able to perform a root pass, intermediate pass, and cover pass in a single v butt joint on 3/8 inch plate using a 6010 and a 7018 electrode that will pass a face and root bend test. This will be done in the flat position.

1.4.2 Learning Activities

After reading the assigned text, observing a welding video presentation, and a demonstration from the instructor, students will prepare a 60 degree single V butt joint on 3/8 inch plate. Students will weld a root pass using E6010 electrode, and an intermediate and cover pass using a E 7018 electrode. This will be done in the flat position. This weld joint will be subjected to a face bend test and a root bend test.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Communication Skills Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Career Entry Skills

Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

80% of Students will perform mastery of this skill.

1.4.5 Data Summary**1.4.5.1 Analysis and Evaluation**

62% of the students were able to master a single v groove weld

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

All students will be required to perform more v-groove welds throughout the semester in an attempt to increase the individual students skill level.

1.4.5.4 Distance Learning: Analysis and Evaluation**1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation****1.4.5.6 Distance Learning: Description of Changes**

Community Support

Program Name: MDCA.1317

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

MDCA 1317, Procedures in a Clinical Setting

1.1 Division-Department

Workforce Education

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will be able to ASSIST with routine and specialty office examinations and procedures including inventory control; perform medical and surgical asepsis and sterile techniques appropriate in ambulatory care settings; APPLY governmental health care guidelines; and RESPOND to medical emergencies.

1.4.2 Learning Activities

A pre-test or survey will be given to determine the students level of skills at the beginning of the course. At the conclusion of the course the pre-test results will be compared with a post test that will be created by the instructor based off of material from the CCMA practice test.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education General Education

(Use for LEAPs)	Outcomes
Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

50% of students evaluated will score at least 70% of the learning activity method

1.4.5 Data Summary MDCA 1317

Original score 75

Final score 88

Improvement: 17.34%

Goal met

1.4.5.1 Analysis and Evaluation MDCA 1317

The score on the original assessment was 75 and the score on the final assessment four months later was 88. Overall a 13 point and 17.34% improvement from the original assessment. The 70% goal was met.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes MDCA 1317

Increase benchmark if benchmark is originally achieved.

1.4.5.4 Distance Learning: Analysis and Evaluation MDCA 1317

Not applicable None

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: NURA.1160

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

NURA 1160, Clinical Nursing Assistant/Aide and Patient Care Asst/Aide

1.1 Division-Department

Workforce Education

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The student will be able to APPLY specialized occupational theory, skills and concepts under direct supervision of a clinical instructor.

1.4.2 Learning Activities

A survey activity will be given to the students at the beginning of the clinical class to assess their knowledge of the skills that they will need to be proficient in at the conclusion of the clinical. The students will then be required to perform all of the skills listed on the CNA DADS checkoff list during the course of the clinical. At the conclusion of the class a review of the completed check list regarding skill level improvement or knowledge will be compared with the original survey.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

50% of students evaluated will score at least 70% of the learning activity method.

1.4.5 Data Summary NURA 1160

Results of Artifact 1

Scores

62,56,64,62,72,74,70,78,74

5 students scored 70% or better on initial assessment

4 students scored lower than 70% on initial assessment

Results of Artifact 2

Scores

98,90,98,92,96,100,98,88,98

9 students scored 70% or higher on the final assessment

The original scores average was 68

The final scores average was 95.33

Overall a 27.33 point improvement

All students made 70% or higher on the final assessment therefore meeting the outcome achievement , so the goal was met.

1.4.5.1 Analysis and Evaluation NURA 1160

Results of Artifact 1

Scores

62,56,64,62,72,74,70,78,74

5 students scored 70% or better on initial assessment

4 students scored lower than 70% on initial assessment

Results of Artifact 2

Scores

98,90,98,92,96,100,98,88,98

9 students scored 70% or higher on the final assessment

The original scores average was 68

The final scores average was 95.33

Overall a 27.33 point improvement

All students made 70% or higher on the final assessment therefore meeting the outcome achievement , so the goal was met.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes NURA 1160

Redefine benchmark if needed

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: NURA.1401

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

NURA 1401, Nurse Aide for Health Care

1.1 Division-Department

Workforce Education

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The student will be able to APPLY critical thinking skills and effective communication methods to ASSIST patients in acute, sub-acute and long-term care facilities.

1.4.2 Learning Activities

A term paper will be assigned and the results scored and turned in as evidentiary material regarding improved literacy skills.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

50% of students evaluated will score at least 70% of the learning activity method.

1.4.5 Data Summary NURA 1401

Artifact 1 Results

Scores

64,66,62,68,80,72,70,80,68,74

Overall average of 70.4

Goal met on initial artifact collection

Artifact 2 results

Scores

84,86,88,88,90,88,94,92,90,84

Overall average of 88.4

Goal met on final artifact collection

Improvement of 25.57% from original assessment to final assessment

1.4.5.1 Analysis and Evaluation NURA 1401

Artifact 1 Results

Scores

64,66,62,68,80,72,70,80,68,74

Overall average of 70.4

Goal met on initial artifact collection

Artifact 2 results

Scores

84,86,88,88,90,88,94,92,90,84

Overall average of 88.4

Goal met on final artifact collection

Improvement of 25.57% from original assessment to final assessment

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

Redefine benchmark as needed

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Health Science Education

Program Name: AAS - Associate Degree Nursing & Transition Programs (Health Occupations)

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

RNSG 1125 Professional Nursing Concepts I

RNSG 1430 Health Care Concepts I

1.1 Division-Department

Health Occupations

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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1.4 Measured Outcome

Safety

1.4.1 Student Learning Outcomes

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.

1.4.2 Learning Activities

Implement concept-based curriculum for Level I in class, skills and clinical, incorporating interactive class activities, simulation, Nursing Concepts Online, EAL, EAQ, and EHR.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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1.4.4 Measure of Success

Fifty percent of the students will score at 850 or higher on safety on the HESI Custom Test for Level I.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation Safety HESI Level I

50% of the students scored at 850 or higher on the safety section of HESI Custom Exam for Level I - met.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes Safety HESI Level I Changes

Will continue current strategies since benchmark was met but will add some changes:

1. Adding HESI package for incoming Level I students that will give them HESI practice questions and improve the remediation.
2. Have changed theme for orientation and beyond to a "marathon" theme so that students know they have to start practicing NCLEX style questions from the beginning and be religious about doing them throughout the program.
3. Will be adding 5 questions from previous content on each exam so that students will be reviewing material throughout the semester and not just at the end so they won't be cramming for the HESI.

1.4.5.4 Distance Learning: Analysis and Evaluation Distance

51% of Kaufman group scored 850 or higher - met
44% of Athens group scored 850 or higher - not met

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Will be implementing the changes for both groups. Will monitor the Athens group to see if the lower scores persist.

1.5 Measured Outcome

Clinical Judgment

1.5.1 Student Learning Outcomes

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.

1.5.2 Learning Activities

Implement concept-based curriculum for Level I in class, skills and clinical, incorporating interactive class activities, simulation, Nursing Concepts Online, EAL, EAQ, and EHR.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)**

Career Entry Skills

Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain

entry-level employment in a target occupation

1.5.4 Measure of Success

Fifty percent of the students will score at 850 or higher on clinical judgment on the HESI Custom Test for Level I.

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation Clinical Judgment - HESI Level I

34% of the students scored 850 or higher on HESI Custom Exam Level I - not met

1.5.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.3 Description of Changes Clinical Judgment - HESI Level I

Will make the following changes:

1. Adding HESI package for incoming Level I students that will give them HESI practice questions and improve the remediation.
2. Have changed theme for orientation and beyond to a "marathon" theme so that students know they have to start practicing NCLEX style questions from the beginning and be religious about doing them throughout the program.
3. Will be adding 5 questions from previous content on each exam so that students will be reviewing material throughout the semester and not just at the end so they won't be cramming for the HESI.

1.5.5.4 Distance Learning: Analysis and Evaluation

34% of Kaufman students scored 850 or higher - not met

38% of Athens students scored 850 or higher - not met

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.6 Distance Learning: Description of Changes

Will make same changes for both groups.

2 Course

RNSG 1533 Health Care Concepts II

RNSG 1126 Professional Nursing Concepts II

2.1 Division-Department

Health Occupations

2.2 Course Type

WECM Course (nonTransfer)

2.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General	General
Education	Education

(Use for LEAPs) Outcomes

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

2.4 Measured Outcome

Clinical Judgment

2.4.1 Student Learning Outcomes

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

2.4.2 Learning Activities

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.

2.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

2.4.4 Measure of Success

Fifty percent of the students will score at 850 or higher on clinical judgment on the HESI Custom Test for Level II.

2.4.5 Data Summary

2.4.5.1 Analysis and Evaluation Clinical Judgment - HESI Level II

32% of the students scored 850 or higher on clinical judgment section of HESI Custom Exam Level II - not met

2.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

2.4.5.3 Description of Changes Clinical Judgment - HESI Level II

Will make the following changes:

1. Adding HESI package for incoming Level I students that will give them HESI practice questions and improve the remediation.
2. Have changed theme for orientation and beyond to a "marathon" theme so that students know they have to start practicing NCLEX style questions from the beginning and be religious about doing them throughout the program.
3. Will be adding 5 questions from previous content on each exam so that students will be reviewing

material throughout the semester and not just at the end so they won't be cramming for the HESI.
 4. Will strengthen the HESI remediation program and do a better job of following through to make sure the remediation is complete.

2.4.5.4 Distance Learning: Analysis and Evaluation

29% of the Kaufman students scored 850 or higher on clinical judgment section of HESI Level II - not met
 55% of the Athens students scored 850 or higher - met

2.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

2.4.5.6 Distance Learning: Description of Changes

Will do the changes for both groups.

2.5 Measured Outcome

Nursing Process

2.5.1 Student Learning Outcomes

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.

2.5.2 Learning Activities

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

2.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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2.5.4 Measure of Success

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.

2.5.5 Data Summary

2.5.5.1 Analysis and Evaluation Nursing Process & Safety HESI Level II

Nursing Process:

Assessment - 29% of students scored 850 or higher on HESI Level II

Analysis - 47% of students scored 850 or higher on HESI Level II

Planning - 33% of students scored 850 or higher on HESI Level II

Implementation - 49% of students scored 850 or higher on HESI Level II

Evaluation 37% of students scored 850 or higher on HESI Level II

Safety - 37% of students scored 850 or higher on HESI Level II
All not met

2.5.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

2.5.5.3 Description of Changes

Will make the following changes:

1. Adding HESI package for incoming Level I students that will give them HESI practice questions and improve the remediation.
2. Have changed theme for orientation and beyond to a "marathon" theme so that students know they have to start practicing NCLEX style questions from the beginning and be religious about doing them throughout the program.
3. Will be adding 5 questions from previous content on each exam so that students will be reviewing material throughout the semester and not just at the end so they won't be cramming for the HESI.
4. Will strengthen the HESI remediation program and do a better job of following through to make sure the remediation is complete.

2.5.5.4 Distance Learning: Analysis and Evaluation

Nursing Process

Assessment - Kaufman = 28%; Athens = 36%

Analysis - Kaufman = 43%; Athens = 73%

Planning - Kaufman = 33%; Athens = 36%

Implementation - Kaufman = 47%; Athens = 64%

Evaluation - Kaufman = 38%; Athens = 27%

Safety - Kaufman = 37%; Athens = 36%

Some were same; Athens scored higher on 4 areas; Kaufman scored higher on 2 areas

Athens met 2 of the benchmarks - Analysis and Implementation; all others not met.

2.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

2.5.5.6 Distance Learning: Description of Changes

Will make changes for both groups and continue to monitor differences between groups.

2.6 Measured Outcome

Physiologic Integrity

2.6.1 Student Learning Outcomes

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).

2.6.2 Learning Activities

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.

2.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General General
Education Education

**(Use for
LEAPs)****Outcomes**

Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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2.6.4 Measure of Success

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

2.6.5 Data Summary**2.6.5.1 Analysis and Evaluation** Physiologic Integrity HESI Level II

32% of the students scored 850 or higher on physiologic integrity section of HESI Level II - not met

2.6.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

2.6.5.3 Description of Changes

Will make the following changes:

1. Adding HESI package for incoming Level I students that will give them HESI practice questions and improve the remediation.
2. Have changed theme for orientation and beyond to a "marathon" theme so that students know they have to start practicing NCLEX style questions from the beginning and be religious about doing them throughout the program.
3. Will be adding 5 questions from previous content on each exam so that students will be reviewing material throughout the semester and not just at the end so they won't be cramming for the HESI.
4. Will strengthen the HESI remediation program and do a better job of following through to make sure the remediation is complete.

2.6.5.4 Distance Learning: Analysis and Evaluation

28% of Kaufman students scored 850 or higher on physiologic integrity section - not met
64% of Athens students scored 850 or higher - met

2.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

2.6.5.6 Distance Learning: Description of Changes

Will implement the changes for both groups and monitor changes over time. For example - Athens group scored much higher on this section in Level II than it did in Level I - no trends noted yet.

3 Course

RNSG 1538 Health Care Concepts III

RNSG 1137 Professional Nursing Concepts III

3.1 Division-Department

Health Occupations

3.2 Course Type

WECM Course (nonTransfer)

3.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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3.4 Measured Outcome

Safety

3.4.1 Student Learning Outcomes

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.

3.4.2 Learning Activities

Implement concept-based curriculum for Level III in class, skills and clinical, incorporating interactive class activities, simulation, Nursing Concepts Online, EAL, EAQ, and EHR.

3.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
--	----------------------------------

Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
---------------------	---

3.4.4 Measure of Success

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.

3.4.5 Data Summary

3.4.5.1 Analysis and Evaluation Safe/effective care environment HESI Level III

43% of students scored 850 or higher on the safe/effective care environment section of HESI custom exam for Level III - not met

3.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

3.4.5.3 Description of Changes

Will make the following changes:

1. Have changed theme for orientation and beyond to a "marathon" theme so that students know they have to start practicing NCLEX style questions from the beginning and be religious about doing them throughout the program.
2. Will be adding 5 questions from previous content on each exam so that students will be reviewing material throughout the semester and not just at the end so they won't be cramming for the HESI.
3. Will strengthen the HESI remediation program and do a better job of following through to make sure the remediation is complete.

3.4.5.4 Distance Learning: Analysis and Evaluation

43% of Kaufman group scored 850 or higher on safe/effective care environment
 44% of Athens group scored 850 or higher.
 Both not met.

3.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

3.4.5.6 Distance Learning: Description of Changes

Will make changes for both groups. Will continue to monitor for trends between groups.

3.5 Measured Outcome

Clinical Judgment

3.5.1 Student Learning Outcomes

By the end of Level III, the student will be able to use a systematic problem-solving process and clinical judgment skills in the care of patients with selected exemplars for concepts covered this semester.

3.5.2 Learning Activities

Implement concept-based curriculum for Level III in class, skills and clinical, incorporating interactive class activities, simulation, Nursing Concepts Online, EAL, EAQ, and EHR.

3.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
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3.5.4 Measure of Success

Fifty-five percent of the students will score at 850 or higher the clinical judgment section on the HESI Custom Test for Level III.

3.5.5 Data Summary

3.5.5.1 Analysis and Evaluation Clinical Judgment - HESI Level III

37% of students scored 850 or higher on the clinical judgment section of HESI Level III. Not met.

3.5.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

3.5.5.3 Description of Changes

Will make the following changes:

1. Have changed theme for orientation and beyond to a "marathon" theme so that students know they have to start practicing NCLEX style questions from the beginning and be religious about doing them throughout the program.
2. Will be adding 5 questions from previous content on each exam so that students will be reviewing material throughout the semester and not just at the end so they won't be cramming for the HESI.
3. Will strengthen the HESI remediation program and do a better job of following through to make sure the remediation is complete.

3.5.5.4 Distance Learning: Analysis and Evaluation

36% of Kaufman group scored 850 or higher on clinical judgment in HESI Level III
 44% of Athens group scored 850 or higher
 Both not met.

3.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

3.5.5.6 Distance Learning: Description of Changes

Will make same changes for both groups. Will continue to monitor for trends.

3.6 Measured Outcome

Physiological Integrity

3.6.1 Student Learning Outcomes

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).

3.6.2 Learning Activities

Implement concept-based curriculum for Level III in class, skills and clinical, incorporating interactive class activities, simulation, Nursing Concepts Online, EAL, EAQ, and EHR

3.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Career Entry Skills

Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

3.6.4 Measure of Success

Fifty-five percent of the students will score at 850 or higher the physiological integrity section on the HESI Custom Test for Level III.

3.6.5 Data Summary

3.6.5.1 Analysis and Evaluation Physiologic Integrity HESI Level III

37% of the students scored 850 or higher on the physiologic integrity section of HESI Level III - not met.

3.6.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

3.6.5.3 Description of Changes

Will make the following changes:

1. Have changed theme for orientation and beyond to a "marathon" theme so that students know they have to start practicing NCLEX style questions from the beginning and be religious about doing them throughout the program.
2. Will be adding 5 questions from previous content on each exam so that students will be reviewing material throughout the semester and not just at the end so they won't be cramming for the HESI.
3. Will strengthen the HESI remediation program and do a better job of following through to make sure the remediation is complete.

3.6.5.4 Distance Learning: Analysis and Evaluation

37% of Kaufman students scored 850 or higher on physiologic integrity section - not met
61% of Athens students scored 850 or higher - met.

3.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

3.6.5.6 Distance Learning: Description of Changes

Will make changes for both groups and will continue to monitor for trends.

4 Course

RNSG 2539 Health Care Concepts IV
RNSG 2138 Professional Nursing Concepts IV

4.1 Division-Department

Health Occupations

4.2 Course Type

WECM Course (nonTransfer)

4.3 Required General Education Outcomes for Course ([LINK to selection](#))

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
--	----------------------------

Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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4.4 Measured Outcome

Clinical Judgment & Safety

4.4.1 Student Learning Outcomes

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.

4.4.2 Learning Activities

Implement the entire curriculum in class, skills and clinical, incorporating interactive class activities, simulation, Nursing Concepts Online, EAL, EAQ, and EHR.

4.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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4.4.4 Measure of Success

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.

4.4.5 Data Summary

4.4.5.1 Analysis and Evaluation

53% of students scored 850 or higher on the safe/effective care environment on the HESI Exit Exam. Not met.

4.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

4.4.5.3 Description of Changes

Will make the following changes:

1. Have changed theme for orientation and beyond to a "marathon" theme so that students know they have to start practicing NCLEX style questions from the beginning and be religious about doing them throughout the program.
2. Will be adding 5 questions from previous content on each exam so that students will be reviewing material throughout the semester and not just at the end so they won't be cramming for the HESI.
3. Will strengthen the HESI remediation program and do a better job of following through to make sure the remediation is complete.

4.4.5.4 Distance Learning: Analysis and Evaluation Safe/effective care environment HESI Exit

52% of Kaufman students scored 850 or higher - not met
56% of Athens students scored 850 or higher - not met

4.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

4.4.5.6 Distance Learning: Description of Changes

Will make the changes for both groups and continue to monitor for trends.

4.5 Measured Outcome

Nursing Process

4.5.1 Student Learning Outcomes

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.

4.5.2 Learning Activities

Implement the entire curriculum in class, skills and clinical, incorporating interactive class activities, simulation, Nursing Concepts Online, EAL, EAQ, and EHR.

4.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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4.5.4 Measure of Success

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.

4.5.5 Data Summary

4.5.5.1 Analysis and Evaluation

Nursing Process
 Assessment - 49% not met
 Analysis - 61% - met
 Planning - 68% - met
 Implementation - 45% not met
 Evaluation - 41% not met

4.5.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

4.5.5.3 Description of Changes

Will make the following changes:

1. Have changed theme for orientation and beyond to a "marathon" theme so that students know they have to start practicing NCLEX style questions from the beginning and be religious about doing them throughout the program.
2. Will be adding 5 questions from previous content on each exam so that students will be reviewing

material throughout the semester and not just at the end so they won't be cramming for the HESI.

3. Will strengthen the HESI remediation program and do a better job of following through to make sure the remediation is complete.

4. Will make sure that the exams include questions from all phases of the nursing process, especially the areas where we are weaker.

4.5.5.4 Distance Learning: Analysis and Evaluation

Nursing Process

Assessment - Kaufman 48%; Athens 56% - both not met

Analysis - Kaufman 60%; Athens 67% - both met

Planning - Kaufman 67%; Athens 72% - both met

Implementation - Kaufman 43%; Athens 56% - both not met

Evaluation - Kaufman 41%; Athens 39% - both not met

4.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

4.5.5.6 Distance Learning: Description of Changes

Will make same changes for both groups and will continue to monitor for changes.

4.6 Measured Outcome

Physiological Integrity

4.6.1 Student Learning Outcomes

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).

4.6.2 Learning Activities

Implement the entire curriculum in class, skills and clinical, incorporating interactive class activities, simulation, Nursing Concepts Online, EAL, EAQ, and EHR.

4.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)**

Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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4.6.4 Measure of Success

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.

4.6.5 Data Summary

4.6.5.1 Analysis and Evaluation Physiologic Integrity HESI Exit

59% of the students scored 850 or higher on the physiologic integrity section of the HESI Exit Exam - not quite met.

4.6.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

4.6.5.3 Description of Changes

Will make the following changes:

1. Have changed theme for orientation and beyond to a "marathon" theme so that students know they have to start practicing NCLEX style questions from the beginning and be religious about doing them throughout the program.
2. Will be adding 5 questions from previous content on each exam so that students will be reviewing material throughout the semester and not just at the end so they won't be cramming for the HESI.
3. Will strengthen the HESI remediation program and do a better job of following through to make sure the remediation is complete.

4.6.5.4 Distance Learning: Analysis and Evaluation Physiologic Integrity HESI Exit

56% of the Kaufman students scored 850 or higher - not met

72% of the Athens students scored 850 or higher - met

4.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

4.6.5.6 Distance Learning: Description of Changes

Will implement changes for both groups and will continue to monitor for changes.

5 Course

Pre-Nursing Activities

5.1 Division-Department

Health Occupations

5.2 Course Type

WECM Course (nonTransfer)

5.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

5.4 Measured Outcome

Reading Skills

5.4.1 Student Learning Outcomes

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.

5.4.2 Learning Activities

Continue Scheduled Summer Learning Lab sessions on reading the nursing textbooks, reading skills, study skills, using the syllabus, and test-taking skills. For all incoming students who did not pass the HESI A2 entrance test (79) in reading the first time, they will do at least 4 hours a week over the summer in the Weaver Reading program.

5.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
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5.4.4 Measure of Success

The students who complete the reading program will have a retention rate at the end of the first year that is at least as good as the rest of the students.

5.4.5 Data Summary

5.4.5.1 Analysis and Evaluation

10/15 Students who worked on the Weaver Reading program in the summer of 2016 are still enrolled in the program for a 67% retention rate.

67/105 students who did not work on the Weaver Reading program in the summer of 2016 are still enrolled in the program for a 64% retention rate.

Benchmark met.

5.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

5.4.5.3 Description of Changes

Will continue current strategies using the Weaver Reading program.

5.4.5.4 Distance Learning: Analysis and Evaluation

N/A

5.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

5.4.5.6 Distance Learning: Description of Changes

N/A

Program Name: AAS/Certificate - Emergency Medical Technology/Technician (EMT Paramedic)

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

EMSP 1501 - Emergency Medical Technology

1.1 Division-Department

Health Occupations

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills

Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

Cardiology

1.4.1 Student Learning Outcomes

By the end of the Emergency Medical Technology course, the student will be able to demonstrate a working knowledge of clinical information and related topics relevant to the practice of pre-hospital personnel at the EMT Basic level in cardiac management.

1.4.2 Learning Activities

Implement the curriculum related to cardiac assessment and management in class and skills.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills

Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

At least 50% of the students taking the National Registry Exam at the EMT Basic level will score at or above the passing level on the sub-test of items related to cardiology.

1.4.5 Data Summary Cardiology - EMT Basic

1.4.5.1 Analysis and Evaluation

All data is for the time period of 9-1-16 through 8-1-17. First attempt pass rate on the cardiology sub-scale was 29% (6 out of 21). All attempts pass rate on the cardiology sub-scale was 28% (9 out of 32). Not met.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

Faculty will add additional higher order practice exams and quizzes related to diagnosis and terminology about "cardiology" as those were the areas noted by students who recently took the EMT National Registry exam. Will add to the existing practice exams and quizzes so that the students understand the depth and breadth of the material. Faculty will increase the amount of time spent using scenario-based learning.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

1.5 Measured Outcome

Airway

1.5.1 Student Learning Outcomes

By the end of the Emergency Medical Technology course, the student will be able to demonstrate a working knowledge of clinical information and related topics relevant to the practice of pre-hospital personnel at the EMT Basic level in airway management.

1.5.2 Learning Activities

Implement the curriculum related to airway assessment and management in class and skills.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Career Entry Skills

Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.5.4 Measure of Success

At least 50% of the students taking the National Registry Exam for the EMT Basic level will score at or above the passing level on the subtest of items related to airway.

1.5.5 Data Summary Airway - EMT Basic

1.5.5.1 Analysis and Evaluation

All data is for the time period of 9-1-16 through 8-1-17. First attempt pass rate on the airway sub-scale was 33% (7 out of 21). All attempts pass rate on the airway sub-scale was 38% (12 out of 32). Not met.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.3 Description of Changes

Faculty will add additional higher order practice exams and quizzes related to diagnosis and terminology about "airway" as those were the areas noted by students who recently took the EMT National Registry exam. Will add to the existing practice exams and quizzes so that the students understand the depth and breadth of the material. Faculty will increase the amount of time spent using scenario-based learning.

1.5.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.6 Distance Learning: Description of Changes

Not applicable

2 Course

EMSP 1356 - Patient Assessment and Airway Management

2.1 Division-Department

Health Occupations

2.2 Course Type

WECM Course (nonTransfer)

2.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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2.4 Measured Outcome

Airway Management

2.4.1 Student Learning Outcomes

By the end of the program, the student will be able to demonstrate knowledge and skills required for airway management.

2.4.2 Learning Activities

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.

2.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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2.4.4 Measure of Success

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

2.4.5 Data Summary Airway - Paramedic

2.4.5.1 Analysis and Evaluation

8/10 students scored at or above the recommended score of 700 on Paramedic HESI Exit exam = 80% Met.

2.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

2.4.5.3 Description of Changes

Will be changing textbooks this year (going to 5 volumes and just covering what will be covered that semester) so hopefully it will be used more. Adopting the Platinum testing which hopefully will be more valid than the HESI exams. There was no significant correlation between HESI scores and passing the National Registry exam. Will increase the benchmark to 60%.

2.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

2.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

2.4.5.6 Distance Learning: Description of Changes

Not applicable

3 Course

EMSP 1355 Trauma Management

3.1 Division-Department

Health Occupations

3.2 Course Type

WECM Course (nonTransfer)

3.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Career Entry Skills

Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

3.4 Measured Outcome

Trauma

3.4.1 Student Learning Outcomes

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.

3.4.2 Learning Activities

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.

3.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Career Entry Skills

Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

3.4.4 Measure of Success

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 sub-test of items related to trauma.

3.4.5 Data Summary Trauma - Paramedic

3.4.5.1 Analysis and Evaluation

8/10 students scored at or above the recommended score of 700 on the Paramedic HESI Exit Exam = 80% Met.

3.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

3.4.5.3 Description of Changes

Will be changing textbooks this year (going to 5 volumes and just covering what will be covered that semester) so hopefully it will be used more. Adopting the Platinum testing which hopefully will be more valid than the HESI exams. There was no significant correlation between HESI scores and passing the National Registry exam. Will increase the benchmark to 60%.

3.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

3.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

3.4.5.6 Distance Learning: Description of Changes

Not applicable

4 Course

EMSP 2434 Medical Emergencies

4.1 Division-Department

Health Occupations

4.2 Course Type

WECM Course (nonTransfer)

4.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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4.4 Measured Outcome

Medical

4.4.1 Student Learning Outcomes

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.

4.4.2 Learning Activities

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.

4.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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4.4.4 Measure of Success

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.

4.4.5 Data Summary Medical - Paramedic

4.4.5.1 Analysis and Evaluation

8/10 students scored at or above the recommended score of 700 on the HESI Paramedic HESI exit exam = 80% Met

4.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

4.4.5.3 Description of Changes

Will be changing textbooks this year (going to 5 volumes and just covering what will be covered that semester) so hopefully it will be used more. Adopting the Platinum testing which hopefully will be more valid than the HESI exams. There was no significant correlation between HESI scores and passing the National Registry exam. Will increase the benchmark to 60%.

4.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

4.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

4.4.5.6 Distance Learning: Description of Changes

Not applicable

5 Course

EMSP 2444 Cardiology

5.1 Division-Department

Health Occupations

5.2 Course Type

WECM Course (nonTransfer)

5.3 Required General Education Outcomes for Course (LINK to selection)*General Outcomes Links*

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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5.4 Measured Outcome

Cardiology

5.4.1 Student Learning Outcomes

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.

5.4.2 Learning Activities

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.

5.4.3 Required General Education Outcome for this SLO (LINK to selection)*General Outcomes Links*

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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5.4.4 Measure of Success

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.

5.4.5 Data Summary Cardiology - Paramedic

5.4.5.1 Analysis and Evaluation

6/10 students scored at or above the recommended score of 700 on the Paramedic HESI Exit Exam = 60% Met

5.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

5.4.5.3 Description of Changes

Will be changing textbooks this year (going to 5 volumes and just covering what will be covered that semester) so hopefully it will be used more. Adopting the Platinum testing which hopefully will be more valid than the HESI exams. There was no significant correlation between HESI scores and passing the National Registry exam. Will increase the benchmark to 60%.

5.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

5.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

5.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: AAS/Certificate - Surgical Technology (Health Occupations)
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course Surgical Technology Level II

1.1 Division-Department Health Occupations

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
 Education
 (Use for
 LEAPs)** General
 Education
 Outcomes

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome Anatomy & Physiology

1.4.1 Student Learning Outcomes

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.

1.4.2 Learning Activities

Implement the curriculum for SRGT 1441 and 1442 in class. Clinical experiences will help reinforce the principles.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
 Education
 (Use for
 LEAPs)** General
 Education
 Outcomes

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

Seventy percent of the students will score 68% or higher on the anatomy & physiology section of the CST given at the end of the program.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

9/10 students scored 68% or higher = 90%. Met.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

Will continue current strategies. Will increase benchmark to 70% for next year.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

1.5 Measured Outcome Intraoperative Procedures

1.5.1 Student Learning Outcomes

By the end of the program, the student will be able to demonstrate knowledge of certifying exam content related to intraoperative procedures.

1.5.2 Learning Activities

Implement the curriculum for SRGT 1409 in class and skills. Clinical experiences will help reinforce the principles and content.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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1.5.4 Measure of Success

Seventy percent of the students will score 68% or higher on the Intraoperative Procedures subsection of the CST exam given at the end of the spring semester.

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

8/10 students scored 68% or higher = 80% Met.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.5.5.3 Description of Changes

Will continue current strategies since benchmark met. Will increase benchmark to 70% for next year.

1.5.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: Certificate - Nursing Assistant/ Aide and Patient Care Technology (Health Occupations)

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course PCT Semester

1.1 Division-Department Health Occupations

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome Delegation -Role of the PCT

1.4.1 Student Learning Outcomes

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.

1.4.2 Learning Activities

Implement the curriculum for the PCT program in class, skills and clinicals including role-playing activities related to delegation.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
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1.4.4 Measure of Success

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 in fall and spring classes.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

In fall of 2016 9/10 students scored 90% or higher on the delegation subtest of the final - met
 In spring of 2017 5/5 students scored 90% or higher on the delegation subtest of the final - met

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

Will continue current strategies after verifying any changes to the Texas Board of Nursing rules regarding delegation.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

1.5 Measured Outcome Disease Processes- Core knowledge**1.5.1 Student Learning Outcomes**

By the end of the PCT program, the student will be able to demonstrate a basic understanding of commonly occurring disease processes.

1.5.2 Learning Activities

Implement the curriculum for the PCT program in class, skills and clinical.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)*General Outcomes Links*

General	General
Education	Education
(Use for	Outcomes
LEAPs)	

Career Entry Skills

Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.5.4 Measure of Success

Eighty percent of the students will score 80% or higher on the subtest of items on the PCT final that relate to commonly occurring disease processes in fall and spring.

1.5.5 Data Summary**1.5.5.1 Analysis and Evaluation**

In fall 2016 - 5/9 (56%) students scored 80% or higher on the disease process subtest of the final - not met

In spring 2017 - 2/5 (40%) students scored 80% or higher on the disease process subtest of the final - not met

1.5.5.2 Changes as a Result of Analysis and Evaluation

Alter classroom engagement strategy (team project, contests, technology use, etc.)

1.5.5.3 Description of Changes

The instructor will have the students create a separate sheet for key diseases in each system and have them list the sign/symptoms and interventions for each. This can then be used to study for the exams and final.

1.5.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: Certificate - Vocational Nursing (Health Occupations)
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

VNSG 1231 Pharmacology

1.1 Division-Department

Health Occupations

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
 Education
 (Use for
 LEAPs)** General
 Education
 Outcomes

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

Pharmacology

1.4.1 Student Learning Outcomes

By the end of VNSG 1231 in Level I, the student will be able to identify properties, effects and principles of pharmacotherapeutic agents.

1.4.2 Learning Activities

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.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
 Education
 (Use for
 LEAPs)** General
 Education
 Outcomes

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

Seventy-five percent of the students will score at or above national average on the ATI Pharmacology test on the first attempt.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

Kaufman - 18/19 scored at or above the national mean - met
 Palestine - 19/20 scored at or above the national mean - met

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

Since benchmark was met will continue current strategies incorporating the curricular and resource changes enacted for other criteria.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

2 Course

VNSG 1234 Pediatrics

2.1 Division-Department

Health Occupations

2.2 Course Type

WECM Course (nonTransfer)

2.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

2.4 Measured Outcome

Pediatric nursing

2.4.1 Student Learning Outcomes

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.

2.4.2 Learning Activities

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.

2.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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2.4.4 Measure of Success

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.

2.4.5 Data Summary

2.4.5.1 Analysis and Evaluation

Palestine - 12/21 scored at or above national mean = 57% not met
Kaufman - 10/17 scored at or above national mean = 59% not met

2.4.5.2 Changes as a Result of Analysis and Evaluation

Alter classroom engagement strategy (team project, contests, technology use, etc.)

2.4.5.3 Description of Changes

For Palestine,

1. Review content topics within the ATI Exam to identify general content areas the group scored less than 50% and evaluate course content.
2. Analyze the weak components with the Comprehensive ATI at the end of the program and the corresponding NCLEX Program Reports to assess continuity of testing between the exams.
3. Implement changes identified that will be applicable to the next group of students

For Kaufman,

1. The students will be assigned the Video Case Studies during the Canvas Pediatric course pertaining to OB and Pediatrics (some of the OB will carry over into the Pediatric course). This assignment will be graded as complete or incomplete or may explore incorporating the simulation into the course grade.
2. Will assign a quiz during the Pediatric course prior to the students taking the ATI exam to identify and evaluate potential weak areas and correct them prior to taking the examination.

2.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

2.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

2.4.5.6 Distance Learning: Description of Changes

Not applicable

3 Course

VNSG 1230 Maternal-Neonatal Nursing

3.1 Division-Department

Health Occupations

3.2 Course Type

WECM Course (nonTransfer)

3.3 Required General Education Outcomes for Course (LINK to selection)

3.4 Measured Outcome

Maternal-newborn nursing

3.4.1 Student Learning Outcomes

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.

3.4.2 Learning Activities

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.

3.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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3.4.4 Measure of Success

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.

3.4.5 Data Summary

3.4.5.1 Analysis and Evaluation

Palestine - 12/22 scored at or above the national mean = 55% Not met
Kaufman - 12/17 scored at or above the national mean = 71% Not met

3.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

3.4.5.3 Description of Changes

For Kaufman,

1. The students will be assigned the Video Case Studies during the Canvas Pediatric course pertaining to OB and Pediatrics (some of the OB will carry over into the Pediatric course). This assignment will be graded as complete or incomplete or may explore incorporating the simulation into the course grade.

For Palestine,

1. Review content topics within the ATI Exam to identify general content areas the group scored less than 50% and evaluate course content.

2. Analyze the weak components with the Comprehensive ATI at the end of the program and the corresponding NCLEX Program Reports to assess continuity of testing between the exams.

3. Implement changes identified that will be applicable to the next group of students

3.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

3.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

3.4.5.6 Distance Learning: Description of Changes

Not applicable

4 Course

VNSG 1409 Nursing in Health & Illness II

VNSG 2510 Nursing in Health & Illness III

4.1 Division-Department

Health Occupations

4.2 Course Type

WECM Course (nonTransfer)

4.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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4.4 Measured Outcome

Medical-Surgical Nursing

4.4.1 Student Learning Outcomes

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.

4.4.2 Learning Activities

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.

4.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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4.4.4 Measure of Success

Seventy-five percent of the students will score at or above national average on the ATI PN Medical/Surgical test on the first attempt.

4.4.5 Data Summary

4.4.5.1 Analysis and Evaluation

Kaufman - 14/19 scored at or above national mean = 74% not met
Palestine - 19/20 scored at or above national mean = 95% met

4.4.5.2 Changes as a Result of Analysis and Evaluation

Alter classroom engagement strategy (team project, contests, technology use, etc.)

4.4.5.3 Description of Changes

For Kaufman,

1. Instructor will assign the video case studies for the students to complete prior to sitting these ATI examinations. The assignment will be graded as complete or incomplete.
2. The students will be given an ATI quiz prior to taking the ATI examination to identify weak areas of content to assist them in passing the ATI examination. The assignment will be graded as complete or incomplete.

4.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

4.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

4.4.5.6 Distance Learning: Description of Changes

Not applicable

5 Course

VNSG 1136 Mental Health

5.1 Division-Department

Health Occupations

5.2 Course Type

WECM Course (nonTransfer)

5.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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5.4 Measured Outcome

Mental Health Nursing

5.4.1 Student Learning Outcomes

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.

5.4.2 Learning Activities

Implement curriculum for Level III through lectures and videos and computer simulations.

5.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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5.4.4 Measure of Success

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.

5.4.5 Data Summary

5.4.5.1 Analysis and Evaluation

Palestine - 13/20 scored at or above national mean = 65% Not met
Kaufman - 12/19 scored at or above national mean = 63% Not Met

5.4.5.2 Changes as a Result of Analysis and Evaluation

Alter classroom engagement strategy (team project, contests, technology use, etc.)

5.4.5.3 Description of Changes

For Kaufman,

1. I will assign the video case studies for the students to complete prior to sitting these ATI examinations. The assignment will be graded as complete or incomplete.

2. The students will be given an ATI quiz prior to taking the ATI examination to identify weak areas of content to assist them in passing the ATI examination. The assignment will be graded as complete or incomplete.

For Palestine,

1. Review content topics within the ATI Exam to identify general content areas the group scored less than 50% and evaluate course content.

2. Analyze the weak components with the Comprehensive ATI at the end of the program and the corresponding NCLEX Program Reports to assess continuity of testing between the exams.

3. Implement changes identified that will be applicable to the next group of students

5.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

5.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

5.4.5.6 Distance Learning: Description of Changes

Not applicable

6 Course

VNSG 1400 Nursing in Health & Illness I

6.1 Division-Department

Health Occupations

6.2 Course Type

WECM Course (nonTransfer)

6.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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6.4 Measured Outcome

Nursing Fundamentals

6.4.1 Student Learning Outcomes

By the end of Level I, the student will be able to identify basic interventions to support the client and family during life stages including death & dying.

6.4.2 Learning Activities

Implement Level I curriculum in class, skills and clinical, incorporating changes decided on at the last VN faculty meeting.

6.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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6.4.4 Measure of Success

Seventy-five percent of the students will score at or above national average on the ATI Fundamentals diagnostic test.

6.4.5 Data Summary

6.4.5.1 Analysis and Evaluation

Palestine - 17/22 scored at or above national mean 77% - Met
Kaufman - 17/21 scored at or above national mean 81% - Met

6.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

6.4.5.3 Description of Changes

Will continue current strategies since benchmark was met at both campuses - but will incorporate any changes that occur as a result of deficiencies in other areas.

6.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

6.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

6.4.5.6 Distance Learning: Description of Changes

Not applicable

7 Course

VNSG 1119 Leadership and Professional Development
Capstone

7.1 Division-Department

Health Occupations

7.2 Course Type

WECM Course (nonTransfer)

7.3 Required General Education Outcomes for Course (LINK to selection)*General Outcomes Links*

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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7.4 Measured Outcome

Nursing Process - Capstone

7.4.1 Student Learning Outcomes

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.

7.4.2 Learning Activities

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

7.4.3 Required General Education Outcome for this SLO (LINK to selection)*General Outcomes Links*

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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7.4.4 Measure of Success

Seventy-five percent of the students will score at or above the national average on the ATI comprehensive diagnostic test.

7.4.5 Data Summary**7.4.5.1 Analysis and Evaluation**

Kaufman - 15/18 students scored at or above national mean = 83% Met
Palestine - 20/20 students scored at or above national mean = 100% Met

7.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

7.4.5.3 Description of Changes

Since benchmark was met, will continue current strategies incorporating curricular & resource changes set for the other criteria.

7.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

7.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

7.4.5.6 Distance Learning: Description of Changes

Not applicable

Distance Education

Program Name: AAS - Associate Degree Nursing & Transition Programs (Health Occupations)

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

RNSG 1125 Professional Nursing Concepts I

RNSG 1430 Health Care Concepts I

1.1 Division-Department

Health Occupations

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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1.4 Measured Outcome

Safety

1.4.1 Student Learning Outcomes

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.

1.4.2 Learning Activities

Implement concept-based curriculum for Level I in class, skills and clinical, incorporating interactive class activities, simulation, Nursing Concepts Online, EAL, EAQ, and EHR.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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1.4.4 Measure of Success

Fifty percent of the students will score at 850 or higher on safety on the HESI Custom Test for Level I.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation Safety HESI Level I

50% of the students scored at 850 or higher on the safety section of HESI Custom Exam for Level I - met.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes Safety HESI Level I Changes

Will continue current strategies since benchmark was met but will add some changes:

1. Adding HESI package for incoming Level I students that will give them HESI practice questions and improve the remediation.
2. Have changed theme for orientation and beyond to a "marathon" theme so that students know they have to start practicing NCLEX style questions from the beginning and be religious about doing them throughout the program.
3. Will be adding 5 questions from previous content on each exam so that students will be reviewing material throughout the semester and not just at the end so they won't be cramming for the HESI.

1.4.5.4 Distance Learning: Analysis and Evaluation Distance

51% of Kaufman group scored 850 or higher - met
44% of Athens group scored 850 or higher - not met

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Will be implementing the changes for both groups. Will monitor the Athens group to see if the lower scores persist.

1.5 Measured Outcome

Clinical Judgment

1.5.1 Student Learning Outcomes

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.

1.5.2 Learning Activities

Implement concept-based curriculum for Level I in class, skills and clinical, incorporating interactive class activities, simulation, Nursing Concepts Online, EAL, EAQ, and EHR.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Career Entry Skills

Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain

entry-level employment in a target occupation

1.5.4 Measure of Success

Fifty percent of the students will score at 850 or higher on clinical judgment on the HESI Custom Test for Level I.

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation Clinical Judgment - HESI Level I

34% of the students scored 850 or higher on HESI Custom Exam Level I - not met

1.5.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.3 Description of Changes Clinical Judgment - HESI Level I

Will make the following changes:

1. Adding HESI package for incoming Level I students that will give them HESI practice questions and improve the remediation.
2. Have changed theme for orientation and beyond to a "marathon" theme so that students know they have to start practicing NCLEX style questions from the beginning and be religious about doing them throughout the program.
3. Will be adding 5 questions from previous content on each exam so that students will be reviewing material throughout the semester and not just at the end so they won't be cramming for the HESI.

1.5.5.4 Distance Learning: Analysis and Evaluation

34% of Kaufman students scored 850 or higher - not met

38% of Athens students scored 850 or higher - not met

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.6 Distance Learning: Description of Changes

Will make same changes for both groups.

2 Course

RNSG 1533 Health Care Concepts II

RNSG 1126 Professional Nursing Concepts II

2.1 Division-Department

Health Occupations

2.2 Course Type

WECM Course (nonTransfer)

2.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General General
Education Education

(Use for LEAPs) Outcomes

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

2.4 Measured Outcome

Clinical Judgment

2.4.1 Student Learning Outcomes

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

2.4.2 Learning Activities

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.

2.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

2.4.4 Measure of Success

Fifty percent of the students will score at 850 or higher on clinical judgment on the HESI Custom Test for Level II.

2.4.5 Data Summary

2.4.5.1 Analysis and Evaluation Clinical Judgment - HESI Level II

32% of the students scored 850 or higher on clinical judgment section of HESI Custom Exam Level II - not met

2.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

2.4.5.3 Description of Changes Clinical Judgment - HESI Level II

Will make the following changes:

1. Adding HESI package for incoming Level I students that will give them HESI practice questions and improve the remediation.
2. Have changed theme for orientation and beyond to a "marathon" theme so that students know they have to start practicing NCLEX style questions from the beginning and be religious about doing them throughout the program.
3. Will be adding 5 questions from previous content on each exam so that students will be reviewing

material throughout the semester and not just at the end so they won't be cramming for the HESI.
4. Will strengthen the HESI remediation program and do a better job of following through to make sure the remediation is complete.

2.4.5.4 Distance Learning: Analysis and Evaluation

29% of the Kaufman students scored 850 or higher on clinical judgment section of HESI Level II - not met
55% of the Athens students scored 850 or higher - met

2.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

2.4.5.6 Distance Learning: Description of Changes

Will do the changes for both groups.

2.5 Measured Outcome

Nursing Process

2.5.1 Student Learning Outcomes

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.

2.5.2 Learning Activities

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

2.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

2.5.4 Measure of Success

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.

2.5.5 Data Summary

2.5.5.1 Analysis and Evaluation Nursing Process & Safety HESI Level II

Nursing Process:

Assessment - 29% of students scored 850 or higher on HESI Level II

Analysis - 47% of students scored 850 or higher on HESI Level II

Planning - 33% of students scored 850 or higher on HESI Level II

Implementation - 49% of students scored 850 or higher on HESI Level II

Evaluation 37% of students scored 850 or higher on HESI Level II

Safety - 37% of students scored 850 or higher on HESI Level II
All not met

2.5.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

2.5.5.3 Description of Changes

Will make the following changes:

1. Adding HESI package for incoming Level I students that will give them HESI practice questions and improve the remediation.
2. Have changed theme for orientation and beyond to a "marathon" theme so that students know they have to start practicing NCLEX style questions from the beginning and be religious about doing them throughout the program.
3. Will be adding 5 questions from previous content on each exam so that students will be reviewing material throughout the semester and not just at the end so they won't be cramming for the HESI.
4. Will strengthen the HESI remediation program and do a better job of following through to make sure the remediation is complete.

2.5.5.4 Distance Learning: Analysis and Evaluation

Nursing Process

Assessment - Kaufman = 28%; Athens = 36%

Analysis - Kaufman = 43%; Athens = 73%

Planning - Kaufman = 33%; Athens = 36%

Implementation - Kaufman = 47%; Athens = 64%

Evaluation - Kaufman = 38%; Athens = 27%

Safety - Kaufman = 37%; Athens = 36%

Some were same; Athens scored higher on 4 areas; Kaufman scored higher on 2 areas

Athens met 2 of the benchmarks - Analysis and Implementation; all others not met.

2.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

2.5.5.6 Distance Learning: Description of Changes

Will make changes for both groups and continue to monitor differences between groups.

2.6 Measured Outcome

Physiologic Integrity

2.6.1 Student Learning Outcomes

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).

2.6.2 Learning Activities

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.

2.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General General
Education Education

**(Use for
LEAPs)**

Outcomes

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

2.6.4 Measure of Success

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

2.6.5 Data Summary

2.6.5.1 Analysis and Evaluation Physiologic Integrity HESI Level II

32% of the students scored 850 or higher on physiologic integrity section of HESI Level II - not met

2.6.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

2.6.5.3 Description of Changes

Will make the following changes:

1. Adding HESI package for incoming Level I students that will give them HESI practice questions and improve the remediation.
2. Have changed theme for orientation and beyond to a "marathon" theme so that students know they have to start practicing NCLEX style questions from the beginning and be religious about doing them throughout the program.
3. Will be adding 5 questions from previous content on each exam so that students will be reviewing material throughout the semester and not just at the end so they won't be cramming for the HESI.
4. Will strengthen the HESI remediation program and do a better job of following through to make sure the remediation is complete.

2.6.5.4 Distance Learning: Analysis and Evaluation

28% of Kaufman students scored 850 or higher on physiologic integrity section - not met
64% of Athens students scored 850 or higher - met

2.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

2.6.5.6 Distance Learning: Description of Changes

Will implement the changes for both groups and monitor changes over time. For example - Athens group scored much higher on this section in Level II than it did in Level I - no trends noted yet.

3 Course

RNSG 1538 Health Care Concepts III
RNSG 1137 Professional Nursing Concepts III

3.1 Division-Department

Health Occupations

3.2 Course Type

WECM Course (nonTransfer)

3.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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3.4 Measured Outcome

Safety

3.4.1 Student Learning Outcomes

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.

3.4.2 Learning Activities

Implement concept-based curriculum for Level III in class, skills and clinical, incorporating interactive class activities, simulation, Nursing Concepts Online, EAL, EAQ, and EHR.

3.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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3.4.4 Measure of Success

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.

3.4.5 Data Summary

3.4.5.1 Analysis and Evaluation Safe/effective care environment HESI Level III

43% of students scored 850 or higher on the safe/effective care environment section of HESI custom exam for Level III - not met

3.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

3.4.5.3 Description of Changes

Will make the following changes:

1. Have changed theme for orientation and beyond to a "marathon" theme so that students know they have to start practicing NCLEX style questions from the beginning and be religious about doing them throughout the program.
2. Will be adding 5 questions from previous content on each exam so that students will be reviewing material throughout the semester and not just at the end so they won't be cramming for the HESI.
3. Will strengthen the HESI remediation program and do a better job of following through to make sure the remediation is complete.

3.4.5.4 Distance Learning: Analysis and Evaluation

43% of Kaufman group scored 850 or higher on safe/effective care environment
 44% of Athens group scored 850 or higher.
 Both not met.

3.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

3.4.5.6 Distance Learning: Description of Changes

Will make changes for both groups. Will continue to monitor for trends between groups.

3.5 Measured Outcome

Clinical Judgment

3.5.1 Student Learning Outcomes

By the end of Level III, the student will be able to use a systematic problem-solving process and clinical judgment skills in the care of patients with selected exemplars for concepts covered this semester.

3.5.2 Learning Activities

Implement concept-based curriculum for Level III in class, skills and clinical, incorporating interactive class activities, simulation, Nursing Concepts Online, EAL, EAQ, and EHR.

3.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
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3.5.4 Measure of Success

Fifty-five percent of the students will score at 850 or higher the clinical judgment section on the HESI Custom Test for Level III.

3.5.5 Data Summary

3.5.5.1 Analysis and Evaluation Clinical Judgment - HESI Level III

37% of students scored 850 or higher on the clinical judgment section of HESI Level III. Not met.

3.5.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

3.5.5.3 Description of Changes

Will make the following changes:

1. Have changed theme for orientation and beyond to a "marathon" theme so that students know they have to start practicing NCLEX style questions from the beginning and be religious about doing them throughout the program.
2. Will be adding 5 questions from previous content on each exam so that students will be reviewing material throughout the semester and not just at the end so they won't be cramming for the HESI.
3. Will strengthen the HESI remediation program and do a better job of following through to make sure the remediation is complete.

3.5.5.4 Distance Learning: Analysis and Evaluation

36% of Kaufman group scored 850 or higher on clinical judgment in HESI Level III

44% of Athens group scored 850 or higher

Both not met.

3.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

3.5.5.6 Distance Learning: Description of Changes

Will make same changes for both groups. Will continue to monitor for trends.

3.6 Measured Outcome

Physiological Integrity

3.6.1 Student Learning Outcomes

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).

3.6.2 Learning Activities

Implement concept-based curriculum for Level III in class, skills and clinical, incorporating interactive class activities, simulation, Nursing Concepts Online, EAL, EAQ, and EHR

3.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Career Entry Skills

Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

3.6.4 Measure of Success

Fifty-five percent of the students will score at 850 or higher the physiological integrity section on the HESI Custom Test for Level III.

3.6.5 Data Summary

3.6.5.1 Analysis and Evaluation Physiologic Integrity HESI Level III

37% of the students scored 850 or higher on the physiologic integrity section of HESI Level III - not met.

3.6.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

3.6.5.3 Description of Changes

Will make the following changes:

1. Have changed theme for orientation and beyond to a "marathon" theme so that students know they have to start practicing NCLEX style questions from the beginning and be religious about doing them throughout the program.
2. Will be adding 5 questions from previous content on each exam so that students will be reviewing material throughout the semester and not just at the end so they won't be cramming for the HESI.
3. Will strengthen the HESI remediation program and do a better job of following through to make sure the remediation is complete.

3.6.5.4 Distance Learning: Analysis and Evaluation

37% of Kaufman students scored 850 or higher on physiologic integrity section - not met
61% of Athens students scored 850 or higher - met.

3.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

3.6.5.6 Distance Learning: Description of Changes

Will make changes for both groups and will continue to monitor for trends.

4 Course

RNSG 2539 Health Care Concepts IV
RNSG 2138 Professional Nursing Concepts IV

4.1 Division-Department

Health Occupations

4.2 Course Type

WECM Course (nonTransfer)

4.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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4.4 Measured Outcome

Clinical Judgment & Safety

4.4.1 Student Learning Outcomes

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.

4.4.2 Learning Activities

Implement the entire curriculum in class, skills and clinical, incorporating interactive class activities, simulation, Nursing Concepts Online, EAL, EAQ, and EHR.

4.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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4.4.4 Measure of Success

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.

4.4.5 Data Summary

4.4.5.1 Analysis and Evaluation

53% of students scored 850 or higher on the safe/effective care environment on the HESI Exit Exam. Not met.

4.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

4.4.5.3 Description of Changes

Will make the following changes:

1. Have changed theme for orientation and beyond to a "marathon" theme so that students know they have to start practicing NCLEX style questions from the beginning and be religious about doing them throughout the program.
2. Will be adding 5 questions from previous content on each exam so that students will be reviewing material throughout the semester and not just at the end so they won't be cramming for the HESI.
3. Will strengthen the HESI remediation program and do a better job of following through to make sure the remediation is complete.

4.4.5.4 Distance Learning: Analysis and Evaluation Safe/effective care environment HESI Exit

52% of Kaufman students scored 850 or higher - not met
56% of Athens students scored 850 or higher - not met

4.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

4.4.5.6 Distance Learning: Description of Changes

Will make the changes for both groups and continue to monitor for trends.

4.5 Measured Outcome

Nursing Process

4.5.1 Student Learning Outcomes

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.

4.5.2 Learning Activities

Implement the entire curriculum in class, skills and clinical, incorporating interactive class activities, simulation, Nursing Concepts Online, EAL, EAQ, and EHR.

4.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

4.5.4 Measure of Success

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.

4.5.5 Data Summary

4.5.5.1 Analysis and Evaluation

Nursing Process
Assessment - 49% not met
Analysis - 61% - met
Planning - 68% - met
Implementation - 45% not met
Evaluation - 41% not met

4.5.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

4.5.5.3 Description of Changes

Will make the following changes:

1. Have changed theme for orientation and beyond to a "marathon" theme so that students know they have to start practicing NCLEX style questions from the beginning and be religious about doing them throughout the program.
2. Will be adding 5 questions from previous content on each exam so that students will be reviewing

- material throughout the semester and not just at the end so they won't be cramming for the HESI.
- 3. Will strengthen the HESI remediation program and do a better job of following through to make sure the remediation is complete.
- 4. Will make sure that the exams include questions from all phases of the nursing process, especially the areas where we are weaker.

4.5.5.4 Distance Learning: Analysis and Evaluation

Nursing Process

- Assessment - Kaufman 48%; Athens 56% - both not met
- Analysis - Kaufman 60%; Athens 67% - both met
- Planning - Kaufman 67%; Athens 72% - both met
- Implementation - Kaufman 43%; Athens 56% - both not met
- Evaluation - Kaufman 41%; Athens 39% - both not met

4.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

4.5.5.6 Distance Learning: Description of Changes

Will make same changes for both groups and will continue to monitor for changes.

4.6 Measured Outcome

Physiological Integrity

4.6.1 Student Learning Outcomes

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).

4.6.2 Learning Activities

Implement the entire curriculum in class, skills and clinical, incorporating interactive class activities, simulation, Nursing Concepts Online, EAL, EAQ, and EHR.

4.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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4.6.4 Measure of Success

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.

4.6.5 Data Summary

4.6.5.1 Analysis and Evaluation Physiologic Integrity HESI Exit

59% of the students scored 850 or higher on the physiologic integrity section of the HESI Exit Exam - not quite met.

4.6.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

4.6.5.3 Description of Changes

Will make the following changes:

1. Have changed theme for orientation and beyond to a "marathon" theme so that students know they have to start practicing NCLEX style questions from the beginning and be religious about doing them throughout the program.
2. Will be adding 5 questions from previous content on each exam so that students will be reviewing material throughout the semester and not just at the end so they won't be cramming for the HESI.
3. Will strengthen the HESI remediation program and do a better job of following through to make sure the remediation is complete.

4.6.5.4 Distance Learning: Analysis and Evaluation Physiologic Integrity HESI Exit

56% of the Kaufman students scored 850 or higher - not met
72% of the Athens students scored 850 or higher - met

4.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

4.6.5.6 Distance Learning: Description of Changes

Will implement changes for both groups and will continue to monitor for changes.

5 Course

Pre-Nursing Activities

5.1 Division-Department

Health Occupations

5.2 Course Type

WECM Course (nonTransfer)

5.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

5.4 Measured Outcome

Reading Skills

5.4.1 Student Learning Outcomes

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.

5.4.2 Learning Activities

Continue Scheduled Summer Learning Lab sessions on reading the nursing textbooks, reading skills, study skills, using the syllabus, and test-taking skills. For all incoming students who did not pass the HESI A2 entrance test (79) in reading the first time, they will do at least 4 hours a week over the summer in the Weaver Reading program.

5.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
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5.4.4 Measure of Success

The students who complete the reading program will have a retention rate at the end of the first year that is at least as good as the rest of the students.

5.4.5 Data Summary

5.4.5.1 Analysis and Evaluation

10/15 Students who worked on the Weaver Reading program in the summer of 2016 are still enrolled in the program for a 67% retention rate.

67/105 students who did not work on the Weaver Reading program in the summer of 2016 are still enrolled in the program for a 64% retention rate.

Benchmark met.

5.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

5.4.5.3 Description of Changes

Will continue current strategies using the Weaver Reading program.

5.4.5.4 Distance Learning: Analysis and Evaluation

N/A

5.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

5.4.5.6 Distance Learning: Description of Changes

N/A

Program Name: ACCT.2402

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

ACCT 2402, Managerial Accounting

1.1 Division-Department

Business and Computer Science, Accounting Department

1.2 Course Type

Academic General Education Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The student will be able analyze, and calculate nineteen accounting formulas dealing with Liability and Solvency Measures and Profitability Measures.

1.4.2 Learning Activities

Student will be able to calculate the following Accounting Analytical Measures. Working capital, current ratio, quick ratio, accounts receivable turnover, number of days sales in receivables, inventory turnover, number of days sales in inventory, ration of fixed assets to long-term liabilities, ration of liabilities to stockholders equity, number of times interest charges are earned, number of times preferred dividends are earned, ration of sales to assets, rate earned on assets, rate earned on stockholder equity, rate earned on common stockholders equity, earnings per share(EPS) on common stock, price-earnings (P/E) ratio, dividends per share, dividend yield.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

60 percent of the evaluated students will demonstrate an ability of 70% mastery of the objective

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

Ninety seven per cent of the students assessed achieved success on the objective measured.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.3 Description of Changes

No major changes will be implemented at this time due to the high success rate of the present instructional methods.

1.4.5.4 Distance Learning: Analysis and Evaluation

Seventy six percent of the students that were evaluated achieved success on the stated objective.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.6 Distance Learning: Description of Changes

twenty four percent of the students evaluated did not achieve success on the stated objective. Those students will be referred to the Cardinal Success Center for tutoring and will be assigned accounting videos and accounting audio modules to complete.

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

The student will be able to identify, direct materials, direct labor and factory overhead components used in a manufacturing business. Student will be able to identify the direct material cost based on the integral and significant costs rule. Student will be able to identify Prime cost and Conversion, and period costs. Student will be able to identify the three types of inventory in a manufacturing business.

1.5.2 Learning Activities

Student will be able to describe a cost object, classify a cost as a direct material, direct labor or factory overhead cost. Student will be able to identify a product or period costs and classify a cost as a prime or conversion cost.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Career Entry Skills

Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.5.4 Measure of Success

60 percent of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.5.5 Data Summary

Ninety four per cent of the students accessed achieved success on the objective evaluated

1.5.5.1 Analysis and Evaluation

Students did well with identifying the major factors of the cost of production.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.5.5.3 Description of Changes

No changes are planned at this time in the instructional strategy with the high rate of success by the students

1.5.5.4 Distance Learning: Analysis and Evaluation

Students in the on line distance ed class did not do as well as the face to face students, twenty four percent of the students did not score above the acceptable level for success on the objective.

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.5.5.6 Distance Learning: Description of Changes

Additional practice activities should be given for practice in the areas of weakness for the students to have success on the stated objective. .

Program Name: ACNT.1303

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

ACNT 1303, Introduction to Accounting

1.1 Division-Department

Business and Computer Science - Accounting Department

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The student will be able to analyze, classify and record a group of Business Transactions in a Standard two column journal, foot the journal, and post the transactions to the general ledger accounts.

1.4.2 Learning Activities

Analyze, classify, record, and calculate the transactions in a standard two column journal, record the appropriate account title and amount in the journal, foot the journal, post the amount of each transaction to the appropriate general ledger accounts and calculate the normal balance in each account

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain

entry-level employment in a target occupation

1.4.4 Measure of Success

60 percent of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

Ninety eight per cent (98%) of the students evaluated in the Accounting 1303 class scored 70% or higher on the administered assessment of the objective (leap)

1.4.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.3 Description of Changes

Use of individual tutors and use of the Cardinal Success Center for tutoring of the 2 per cent (2%) of the students that scored below the 70% level will help bring them up to an acceptable level of accomplishment

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable This was not a distance education courses it was a face to face course.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Given a complete list of accounts and normal balances, the student will be able to complete an Income Statement, Equity Statement, and Balance Sheet.

1.5.2 Learning Activities

Calculate, format and complete the following financial statements: Income Statement, Statement of Equity, and Balance Sheet. Statement preparation will include the date of statements, period of time, net income or loss, new capital balance, individual totals, and final totals for assets, liabilities, and capital on the balance sheet.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Empirical and Quantitative Skills (EQS): To include the manipulation and

Empirical and Quantitative Skills	analysis of numerical data or observable facts resulting in informed conclusions
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.5.4 Measure of Success

60 percent of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

Ninety eight per cent (98%) of the students evaluated in the Accounting 1303 class scored 70% or higher on the administered assessment of the objective (leap)

1.5.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.5.5.3 Description of Changes

Use of individual tutors and use of the Cardinal Success Center for tutoring of the 2 per cent (2%) of the students that scored below the 70% level will help bring them up to an acceptable level of accomplishment.

1.5.5.4 Distance Learning: Analysis and Evaluation

Not applicable This course was not a distance education course it was a face to face course.

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.6 Distance Learning: Description of Changes

Not applicable

1.6 Measured Outcome

1.6.1 Student Learning Outcomes

The student will be able to prepare a payroll register, employee earnings record and the accompanying journal entries.

1.6.2 Learning Activities

Calculate regular pay, overtime pay, cumulative pay, gross pay, net pay, deductions for FICA, FUTA, SUTA, Medicare, federal Income tax, and voluntary deductions.

1.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General General

**Education
(Use for
LEAPs)**

Education
Outcomes

Empirical and
Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Career Entry Skills

Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.6.4 Measure of Success

60 percent of the evaluated students will demonstrate an ability of 70% mastery of the objective

1.6.5 Data Summary

1.6.5.1 Analysis and Evaluation

ninety seven percent (97%) of the accessed students performed at a higher rate of performance that was required.

1.6.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.6.5.3 Description of Changes

The five (3%) per cent of the students that did not meet the expected performance level will be referred to individual tutors or group tutoring in the Cardinal Success Center.

1.6.5.4 Distance Learning: Analysis and Evaluation

The distance education class of Introduction to Accounting 1303 had a success rate of eighty two per cent (82%) and therefore achieved their objective to successfully complete the LEAP

1.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.6.5.6 Distance Learning: Description of Changes

Use of individual accounting modules and videos and tutors and use of the Cardinal Success Center when possible for tutoring of the 18 per cent (18%) of the students that scored below the 70% level will help bring them up to an acceptable level of accomplishment

Program Name: ARTS.1301

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

ARTS 1301, Art Appreciation

1.1 Division-Department

Speech and Fine Arts - Art

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Demonstrate a knowledge of a new vocabulary and new ways of seeing/communicating about art

1.4.2 Learning Activities

Formal essays and/or presentation work which assesses the mechanics, structure, connection of content to the main topic, logic, and accuracy and/or depth of content. Presentation would require a final product in the form of a visual aid.

Flash card, discussion board, and/or structured game for which students are assessed based on participation within a group.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking Skills (CT): To include creative thinking, innovation,

Critical Thinking	inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4.4 Measure of Success

CT: Seventy-five percent of students who submit the report and execute a visual presentation will score of at least 12 on "Summary of a formal analysis of one of the artist's works using appropriate visual vocabulary."

CM: Seventy-five percent of students who submit the report and execute a visual presentation will achieve a combined score of at least 7 on "Basic biographical facts" and on "How the artist/work displays the major characteristics of art movement."

TW: Seventy-five percent of students who submit the report and execute a visual presentation will score at least 7 on the peer evaluation point average.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

The F2F Art Appreciation classes scored well in Critical Thinking, Communication, and Team work.

CT=92%
COMM=96%
TW=96%

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

Critical thinking is slightly below expectations. This is still after feedback was provided for an initial attempt. With the new Canvas LMS program, there may be opportunities to visually mark the students first attempt, rather than just provide textual feedback. This may encourage the students to actually consider modifying their second attempt based on recommendations.

1.4.5.4 Distance Learning: Analysis and Evaluation

Distance learning students performed well in Art Appreciation.

CT=86%
COMM=96%
TW=91%

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.6 Distance Learning: Description of Changes

Teamwork activities happen within the first few weeks of the semester and often frustrate the class members who feel that they are submitting work when others are not. If these activities are moved to week 5 or after, persons who are not working within the class will already be dropped. Hopefully, those

still in the class will submit Teamwork activities in a timely manner.

Critical thinking is slightly below expectations. This is still after feedback was provided for an initial attempt. With the new Canvas LMS program, there may be opportunities to visually mark the students first attempt, rather than just provide textual feedback. This may encourage the students to actually consider modifying their second attempt based on recommendations.

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Demonstrate an understanding of the importance of artists as recorders and contributors to history

1.5.2 Learning Activities

Formal essays and/or presentation work which assesses the mechanics, structure, connection of content to the main topic, logic, and accuracy and/or depth of content.

Mock interviews/newspaper reporting require students to use their imagination in formulating questions and answers which ask the artist to share their opinions and concerns about community, state, or national issues and needs as well as factual historical information found within the artwork

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.5.4 Measure of Success

SR: Seventy-five percent of students who submit the report and execute a visual presentation will score at least 7 on "If this artist were alive today, what issue would their art explore?"

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

The F2F Art Appreciation classes scored well in Critical Thinking, Communication, but the F2F instructor failed to measure Social Responsibility. However, she did provide an alternative activity for next semester. I have also instructed her to meet with September Kirk to discuss LEAPs as it pertains to her class.

CT=92%
COMM=96%
SR=No data

1.5.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.3 Description of Changes

Proposed changes to Social Responsibility: Students will research any new developments in relation to the assigned artists work, i.e., any recently discovered developments in attribution, methods, attribution to a different artist, etc. Students will incorporate this information into the presentation.

1.5.5.4 Distance Learning: Analysis and Evaluation

The distance learning classes achieved good success in CT: 86% and excellent success in COMM: 96%. They also performed well in their PR activity: 92%.

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.6 Distance Learning: Description of Changes

Proposed changes to Social Responsibility: Students will research any new developments in relation to the assigned artists work, i.e., any recently discovered developments in attribution, methods, attribution to a different artist, etc. Students will incorporate this information into the presentation.

Critical thinking is slightly below expectations. This is still after feedback was provided for an initial attempt. With the new Canvas LMS program, there may be opportunities to visually mark the students first attempt, rather than just provide textual feedback. This may encourage the students to actually consider modifying their second attempt based on recommendations.

Program Name: ARTS.1303

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

ARTS 1303, Art History I

1.1 Division-Department

Speech and Fine Arts - Art

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Analyze the relationship of art to history by placing works of art within cultural, historical, and chronological contexts.

1.4.2 Learning Activities

Formal essays and/or presentation work which assesses the mechanics, structure, connection of content to the main topic, logic, and accuracy and/or depth of content.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education (Use
for LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and

visual communication

1.4.4 Measure of Success

CT: Of the students who produce and present a portfolio, 80% will earn at least 80% of the points available for correctly identifying examples of artistic elements within the community.

CM: Of the students who produce and present a portfolio, 80% will earn at least 100% of the points available for effectively presenting their portfolio to the class.

1.4.5 Data Summary Art History

Art History was offered online only. The SLO success rate was low. The instructor made a change to the curriculum by requiring the students to create a Wiki page instead of a portfolio, which is more practical for a F2F class instead of online. More changes may need to be made to increase student success in this class.

1.4.5.1 Analysis and Evaluation**1.4.5.2 Changes as a Result of Analysis and Evaluation**

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes**1.4.5.4 Distance Learning: Analysis and Evaluation**

There were two Art History classes offered, one in the fall and one in the spring. The fall class was very small (15) while the spring class was quite large (44). While one would assume that the smaller class would outperform the larger class, this is not always the case in an online class. The smaller class reported unsatisfactory numbers, but the larger class pulled up the average with its better performance.

CT= 80%

COMM= 86%

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Online Wiki (in Blackboard) visible to class, rather than a portfolio, since class does not meet in person. Art/architecture examples from a global catalog rather than the limited resources of rural Texas communities.

1.5 Measured Outcome**1.5.1 Student Learning Outcomes**

Identify various artists, their styles, and the time period in which they lived

1.5.2 Learning Activities

Formal essays and/or presentation work which assesses the mechanics, structure, connection of content to the main topic, logic, and accuracy and/or depth of content. One component of the essay could explore the artists contribution to the needs of his/her community, state, or nation. Presentation

would require a final product in the form of a visual aid. Flash card, discussion board, and/or structured game for which students are assessed based on participation within a group

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
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1.5.4 Measure of Success

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

1.5.5 Data Summary

Teamwork is challenging in an online class. The instructor, however, was creative in creating a Wiki page where the students could collaborate. In this case, still only 43% of the students were successful in participating in the team project.

1.5.5.1 Analysis and Evaluation

1.5.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.3 Description of Changes

1.5.5.4 Distance Learning: Analysis and Evaluation

Eighty-four percent of the students were able to achieve success in the Teamwork portion of the rubric.

These criteria are difficult or impossible to achieve in an online setting. Students are not all located in communities that contain sufficient examples of art/architecture relevant to the course. The existing portfolio activity is also not at a college level. I've prepared a revised activity that can accomplish the overall goals of the LEAPs while being sufficiently challenging and accessible to distance learning students.

The Wiki Project involves each student selecting a work/theme/style of non-Western art, and creating page for it within the course. All students who choose a topic from within a particular culture or region are assigned to a group, and together they create an overview of that cultures art and style. By learning about non-Western cultures, students fulfill the social responsibility outcome. The Wiki format and group portion of the assignment allow for communication and teamwork in an online setting. Both stages of the project require critical thinking to successfully apply the concepts of elements, principles, and cultural context to the artworks.

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.6 Distance Learning: Description of Changes

The Wiki Project involves each student selecting a work/theme/style of non-Western art, and creating a page for it within the course. All students who choose a topic from within a particular culture or region are assigned to a group, and together they create an overview of that cultures art and style. By learning about non-Western cultures, students fulfill the social responsibility outcome. The Wiki format and group portion of the assignment allow for communication and teamwork in an online setting. Both stages of the project require critical thinking to successfully apply the concepts of elements, principles, and cultural context to the artworks.

1.6 Measured Outcome

1.6.1 Student Learning Outcomes

Demonstrate an understanding of the importance of artists as recorders and contributors to history.

1.6.2 Learning Activities

Formal essays and/or presentation work which assesses the mechanics, structure, connection of content to the main topic, logic, and accuracy and/or depth of content. Presentation would require a final product in the form of a visual aid.

Mock interviews/newspaper reporting require students to use their imagination in formulating questions and answers which ask the artist to share their opinions and concerns about community, state, or national issues and needs as well as factual historical information found within the artwork.

1.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
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1.6.4 Measure of Success

SR: Of the students who produce and present a portfolio, 80% will earn 100% of the points available for demonstrating their understanding of the artists connection to their communities.

1.6.5 Data Summary

The students who take Art History online are often at a distinct disadvantage. The SLO required that 80% of the students will earn 100% points for demonstrating their understanding of the artists' connection to their communities.

This class achieved the 80%.

1.6.5.1 Analysis and Evaluation

1.6.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.6.5.3 Description of Changes

1.6.5.4 Distance Learning: Analysis and Evaluation

The Art History students performed better in the Social Responsibility category than in any other. The students were to submitted a Wiki Entry and earn 100% of the points available for demonstrating their understanding of the artists connection to their communities cultures. Eighty-four percent of the students achieved this standard.

1.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.6.5.6 Distance Learning: Description of Changes

The Wiki Project involves each student selecting a work/theme/style of non-Western art, and creating page for it within the course. All students who choose a topic from within a particular culture or region are assigned to a group, and together they create an overview of that cultures art and style. By learning about non-Western cultures, students fulfill the social responsibility outcome. The Wiki format and group portion of the assignment allow for communication and teamwork in an online setting. Both stages of the project require critical thinking to successfully apply the concepts of elements, principles, and cultural context to the artworks.

Program Name: BCIS.1305

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

BCIS 1305, Business Computer Applications

1.1 Division-Department

Business and Computer Science

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Technology Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Format a research paper using the appropriate MLA seventh edition style.

1.4.2 Learning Activities

Student will show proficiency by formatting an unformatted research paper with the specified formatting required. The formatting should include; modifying the documents normal style to Times New Roman, 12 pt., double spacing, no blank space after paragraphs; inserting a header with name and page number, inserting text, inserting a web citation, inserting a journal citation, inserting a book citation, inserting a footnote, formatting a bulleted list, and inserting a bibliography..

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Technology Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating

Career Entry Skills (CE): Students will be able to demonstrate academic

Career Entry Skills skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

75% of students evaluated will score a 70% on the project.

1.4.5 Data Summary

Eighty three percent (83%) of students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcomes in all classes. There were a total of 530 respondents with 439 achievers.

Ninety two percent (92%) of students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcomes in face to face or hybrid classes. There were 214 respondents with 197 achievers.

Seventy seven percent (77%) of students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcomes in distance classes. There were 316 respondents with 242 achievers.

1.4.5.1 Analysis and Evaluation

Eighty three percent (83%) of students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcomes in all classes.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

Since the difference in success between face to face and distance students is significant this LEAP will be retained and additional material will be provided to distance students so the learning success rate will be similar

1.4.5.4 Distance Learning: Analysis and Evaluation

Seventy seven percent (77%) of the students achieved the benchmark which is marginally above the desired average, but significantly below the face to face success rate (92%). Due to this we will retain this LEAP and provide additional training.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Seventy seven percent (77%) of the students achieved the benchmark which is marginally above the desired average, but significantly below the face to face success rate (92%). Due to this we will retain this LEAP and provide additional training through curriculum supplementation

Program Name: BIOL.1406
Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

BIOL 1406, General Biology for Science Majors I

1.1 Division-Department

Science and Mathematics - Biology

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Use critical thinking and scientific problem-solving to make informed decisions in the laboratory.

1.4.2 Learning Activities

Students will work in groups to prepare a written report analyzing the data given and answering questions given. The questions will cover solving problems, applying principles to a new situation, making corrections and generating alternative solutions. Papers will be graded for mechanics, structure, content, logic and accuracy. Teamwork will be evaluated on for participation, synthesis of work and sharing work.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4.4 Measure of Success

benchmarks 75%/ 70% will succeed

1.4.5 Data Summary

435 students from 21 sections of Biol 1406, representing 3 main campuses, two TDCJ units, and 4 high school campuses, were assessed. Percents of assessed students who were successful at reaching the benchmark 75% score, by Core Objective were:

COM - 76%

CT - 77%

EQR - 75%

TW - 89%

Those not available for assessment (probably an indication of the drop out rate) ranged from 12% for face-to-face students to 26% for internet students.

Only 1 instructor failed to report data for 1 section (a high school campus section).

For the 2 internet sections, with 71 students assessed, success rates for Core Objectives were:

COM - 85%

CT - 90%

EQR - 80%

TW - 89

The percentage of internet students who were not available for assessment was 26%

1.4.5.1 Analysis and Evaluation

The goal was exceeded in all Core Objectives. The success rate for assessed internet students was higher than that for assessed face to face students, but so was the rate at which they were not available for assessment (probable drop out rate).

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

Biology instructors want to use this early lab report assessment to motivate students to reach out to faculty and peers. Therefore, they will continue to use this early lab for assessment, but will raise the benchmark for the second time next year.

1.4.5.4 Distance Learning: Analysis and Evaluation

Goals were exceeded at impressive rates but the drop out rate was more than double for internet students (even early in the semester when this lab assessment is administered).

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.6 Distance Learning: Description of Changes

The higher drop out rate for distance learning students, may indicate a lessened perseverance when they face adversity. Student support services, PODS, and peer study groups are sometimes not perceived by distance learning students to be available to them. However, some distance learning students could take advantage of these aids and should be encouraged to do so. Additionally, the new Canvass platform for distance learning classes may help distance learning students realize that they can interact and help each other master the difficult material. Features embedded in the Canvass platform for the course may make it easier for faculty to help these students individually and in groups as well.

Program Name: BIOL.1407
Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

BIOL 1407, General Biology for Science Majors II

1.1 Division-Department

Science and Mathematics - Biology

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Use critical thinking and scientific problem-solving to make informed decisions in the laboratory

1.4.2 Learning Activities

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

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills (CM): To include effective development,

Communication Skills	interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4.4 Measure of Success

Benchmarks 75%

Goals 70% reach benchmark

1.4.5 Data Summary

369 (293 face-to-face and 76 internet) students from 20 sections (17 face-to-face and 3 internet) were assessed. Success rates for each Core Objective were:

COM: 81% (overall), 74% (internet), 83% (face-to-face)

CT: 82% (overall), 70% (internet), 85% (face-to-face)

EQR: 84% (overall), 87% (internet), 83% (face-to-face)

TW: 88% (overall), 88% (internet), 88% (face-to-face)

These students represented the 2 main campuses and 4 of 5 high school campuses where Biol 1407 was offered. Only one instructor from 1 high school campus failed to report results.

The rates at which Biol 1407 students were unavailable for assessment (probably an indicator of the drop out rate) ranged from 13% for face-to-face students to 25% for internet students.

1.4.5.1 Analysis and Evaluation

All goals were exceeded. The results were closer for face-to-face and internet students than in Biol 1406. The rate at which students do not complete the assessment still appears to be much greater in internet classes.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

Biology faculty do not wish to change the choice of laboratory report (Natural Selection Lab Report) used for assessment (since it was changed this year), and the benchmark is already 75%. Biology faculty would choose to raise the benchmark only a small amount or perhaps set a higher goal for the percent of students assessed who succeed.

1.4.5.4 Distance Learning: Analysis and Evaluation

The percent of internet students assessed who succeeded in achieving the benchmark was lower than that for face-to-face students in COM and CT. But it was higher or the same in EQR and TW. Internet students were successful in meeting the percent goal for successful students. The drop out rate of 25% is high, but less than in many internet delivered courses.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.6 Distance Learning: Description of Changes

The higher drop out rate for distance learning students, may indicate a lessened perseverance when they face adversity. Student support services, PODS, and peer study groups are sometimes not

perceived by distance learning students to be available to them. However, some distance learning students could take advantage of these aids and should be encouraged to do so. Additionally, the new Canvass platform for distance learning classes may help distance learning students realize that they can interact and help each other master the difficult material. Features embedded in the Canvass platform for the course may make it easier for faculty to help these students individually and in groups as well.

Program Name: BIOL.2401
Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

BIOL 2401, Human Anatomy and Physiology I

1.1 Division-Department

Science and Mathematics - Biology

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Appropriately utilize laboratory equipment, such as microscopes, dissection tools, general lab ware, physiology data acquisition systems, and virtual simulations.

1.4.2 Learning Activities

Students will participate together in groups to apply the principles of microscopy functionally to the parts of the microscopes and their relationship to relative magnification, resolution, inversion, depth of field, focal plane, and contrast. Students will divide and share equally quantitative measures to demonstrate the relationship between microscopic samples analyzed in lab. Students will produce a final written portfolio (lab report) answering written questions that assess the connection of the content with the main topic and assess the accuracy of the analysis.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4.4 Measure of Success

Benchmark 70%/ goal 70% achieve

1.4.5 Data Summary

505 students, from 26 sections of Biol 2401, representing 3 main campuses and 1 high school campus were assessed for four Core Objectives: Communication (COM), Critical Thinking (CT), Empirical & Quantitative Reasoning (EQR) and Teamwork (TW). 161/666 of students (approximately 24%) were not available for assessment because they had dropped the course or were absent and unavailable for the assessment. For distance learning students, 77/172 (44.8%) were not available for assessment because they had dropped the course.

Overall success rates for assessed students for each Core Objective were:

COM: 70%

CT: 64%

EQR: 70%

TW: 90%

For distance learning students, success rates for assessed students were:

COM: 59%

CT: 80%

EQR: 89%

TW: 78%

1.4.5.1 Analysis and Evaluation

Goals were met for COM and EQR. The goal was exceeded for TW. The goal was not met for CT.

24% is a high drop out rate, but is normal in Biol 2402. Anatomy and Physiology is difficult and is a course where students who are going to study to be nurses predominate. These students are very aware that they must be very successful at this course material in order to succeed in nursing school.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.3 Description of Changes

Student study groups, student support services tutoring, and faculty led study groups (called PODS) are already in place and will be emphasized for low performing students. Such support should also help lower the drop out rate.

1.4.5.4 Distance Learning: Analysis and Evaluation

44.8% is a high drop out rate, but the combination of a difficult course where students feel they must master the material, the fact that pre-nursing students take this course early in their college experience, and distance learning restrictions on peer tutoring and interaction contribute to making this result expected if not accepted by faculty.

Success rates for distance learning sections are higher in CT and EQR, but lower in COM and TW

than for all Biol 2401 students. Distance learning students were not successful at meeting the goal of 70% successful for COM, but exceeded the goal for CT, EQR, and TW.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.6 Distance Learning: Description of Changes

Student support services, PODS, and peer study groups are sometimes not perceived by distance learning students to be available to them. However, some distance learning students could take advantage of these aids and should be encouraged to do so. Additionally, the new Canvass platform for distance learning classes may help distance learning students realize that they can interact and help each other master the difficult material. Features embedded in the Canvass platform for the course may make it easier for faculty to help these students individually and in groups as well.

Program Name: BIOL.2402

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

BIOL 2402, Human Anatomy and Physiology II

1.1 Division-Department

Science and Mathematics - Biology

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

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

1.4.2 Learning Activities

Students will participate together in teams to produce a written case study analysis to solve a problem (pathology) and provide justification for their solution. Students will identify the essential information (key signs and symptoms) for solving the problem. Students will use quantitative measures to produce a timeline of the pathology and possible treatments and outcomes. The written presentation will assess the accuracy and depth of content of the analysis and assess the logic of their conclusions. Students will anonymously assess team members on their ability to divide tasks and share equally within the group.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use	General Education
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for LEAPs)	Outcomes
Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4.4 Measure of Success

benchmark 80%/goal is 70% achieve

1.4.5 Data Summary

278 students from 18 sections of Biol 2402, representing 3 main campuses and 1 high school campus, were assessed for the Core Objectives Communication (COM), Critical Thinking (CT), Empirical & Quantitative Reasoning (EQR), and Teamwork (TW). Success rates for each Core Objective were:

COM: 81% of students assessed

CT: 87% of students assessed

EQR: 82% of students assessed

TW: 84% of students assessed

Included in these results, four distance learning sections with 65 students were assessed. Success rates for each Core Objective for distance learning students were:

COM: 94% of students assessed

CT: 91% of students assessed

EQR: 94% of students assessed

TW: 79% of students assessed

The drop out rate for all students was 93/371 or approximately 25%.

The drop out rate for distance learning students was 43/108 or approximately 40%.

1.4.5.1 Analysis and Evaluation

Assessed students exceeded the goal for all Core Objectives in both face to face and distance learning classes of Biol 2402.

Overall drop out rates were high at 25%.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.3 Description of Changes

Student support services, PODS (study groups with an instructor), and peer study groups can be very helpful for Biol 2402 students. .

1.4.5.4 Distance Learning: Analysis and Evaluation

Distance learning students exceeded the success goal for assessed students in all Core Objectives. They had higher success rates in COM, CT, and EQR but slightly lower success rates in TW than face to face students.

The 40% drop out rate seems very high for a second Anatomy & Physiology course but it is a difficult course and students do not feel that they can tolerate low grades in this pre-nursing course.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.6 Distance Learning: Description of Changes

Student support services, PODS, and peer study groups are sometimes not perceived by distance learning students to be available to them. However, some distance learning students could take advantage of these aids and should be encouraged to do so. Additionally, the new Canvass platform for distance learning classes may help distance learning students realize that they can interact and help each other master the difficult material. Features embedded in the Canvass platform for the course may make it easier for faculty to help these students individually and in groups as well.

Program Name: BIOL.2404

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

BIOL 2404, Introduction to Human Anatomy and Physiology

1.1 Division-Department

Science and Mathematics - Biology

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Appropriately utilize laboratory equipment, such as microscopes, dissection tools, general lab ware, physiology data acquisition systems, and virtual simulations.

1.4.2 Learning Activities

Students will participate together in groups to apply the principles of microscopy functionally to the parts of the microscopes and their relationship to relative magnification, resolution, inversion, depth of field, focal plane, and contrast. Students will divide and share equally quantitative measures to demonstrate the relationship between microscopic samples analyzed in lab. Students will produce a final written portfolio (lab report) answering written questions that assess the connection of the content with the main topic and assess the accuracy of the analysis.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4.4 Measure of Success

Benchmark 75%/Goal 70%

1.4.5 Data Summary

118 students from 9 sections of Biol 2404, representing 3 main campuses, were assessed. Success rates for all assessed students in the Core Objectives were:

COM : 77%

CT: 83%

EQR: 82%

TW: 89%

Included within these results, 60 distance education students from 6 sections of Biol 2404 were assessed. Success rates for distance education assessed students in the Core Objectives were:

COM: 92%

CT: 98%

EQR: 92%

TW: 90%

The drop out rate for all students was 81/199 or approximately 41%.

The drop out rate for distance education students was 58/118 or approximately 49%.

1.4.5.1 Analysis and Evaluation

Students assessed exceeded the goals for all Core Objectives.

Face to face students assessed taken alone did not meet the goal in COM or CT, but distance learning students assessed far exceeded the goal for all Core Objectives.

The drop out rate for all students was 41%.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.3 Description of Changes

Student support services, PODS (small study groups with an instructor), and peer study groups could help lower the high drop out rate. Though it's expected it is not acceptable to Biol 2404 faculty.

1.4.5.4 Distance Learning: Analysis and Evaluation

Distance learning assessed students far exceeded the goals for all Core Objectives. They had higher success rates than the overall population of Biol 2404 assessed students for all Core Objectives. But they also had a higher drop out rate at 49% versus 28% for face to face students.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.6 Distance Learning: Description of Changes

Student support services, PODS, and peer study groups are sometimes not perceived by distance learning students to be available to them. However, some distance learning students could take advantage of these aids and should be encouraged to do so. Additionally, the new Canvass platform for distance learning classes may help distance learning students realize that they can interact and help each other master the difficult material. Features embedded in the Canvass platform for the course may make it easier for faculty to help these students individually and in groups as well.

Program Name: BIOL.2420
Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

BIOL 2420, Microbiology for Non-Science Majors

1.1 Division-Department

Science and Mathematics - Biology

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Demonstrate proficient use of a compound light microscope.

1.4.2 Learning Activities

Students will work in groups to prepare a written report analyzing the data given and answering questions given. The questions will cover solving problems, applying principles to a new situation, making corrections and generating alternative solutions. Papers will be graded for mechanics, structure, content, logic and accuracy. Teamwork will be evaluated on for participation, synthesis of work and sharing work.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4.4 Measure of Success

Benchmark: 80%

Goal is 80% achieve benchmark

1.4.5 Data Summary

236 students (158 face-to-face and 78 online) from 11 sections (9 face-to-face and 2 online), representing all 3 main campuses were assessed. Success rates for students assessed in each Core Objective were:

COM: 72% overall, 72% face-to-face, 73% online

CT: 81% overall, 77% face-to-face, 89% online

EQR: 78% overall, 76% face-to-face, 84% online

TW: 84% overall, 85% face-to-face, 82% online

The rates at which students were unavailable for assessment varied. They were:

COM: 20% overall, 22% face-to-face, 19% online

CT: 17% overall, 19% face-to-face, 13% online

EQR: 17% overall, 19% face-to-face, 13% online

TW: 17% overall, 19% face-to-face, 13% online

1.4.5.1 Analysis and Evaluation

Because the Microscopy Lab Report should have found students in their third difficult Biology class well able to succeed, the benchmark was set high at 80% and the goal of 80% of students successful was also high. One instructor thinks that the benchmark was too high and that other instructors may have mistakenly not used this benchmark in assessing students. Biology faculty need to evaluate whether this could be true.

Overall Biol 2420 students achieved the % successful goal for CT and TW but did not for COM or EQR - though they were relatively close for EQR.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

The Biol 2420 faculty will vote on whether to change the benchmark and on whether the percent goal for successful students should change.

1.4.5.4 Distance Learning: Analysis and Evaluation

Online sections were reported to be successful in CT, EQR and TW. They were reported unsuccessful at meeting the goal of 80% student success in COM.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes

The benchmark may decrease or the percent goal for students achieving the benchmark may decrease if Biol 2420 vote for this. Further analysis and discussion is needed as to whether faculty looked at the benchmark or assumed some other benchmark.

Program Name: BMGT.1327

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

BMGT 1327, Principles of Management

1.1 Division-Department

Business and Computer Science - Management

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Communication Skills Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will interview a manager to learn about their job, qualifications and challenges they face on a daily basis.

1.4.2 Learning Activities

Students will choose a manager with 2-5 years of management experience and set up an interview. During the interview, the student will ask a set of eight questions related to the managers position. The student will prepare the assignment after the interview and include the detailed responses by using complete sentences.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Communication Skills Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain

entry-level employment in a target occupation

1.4.4 Measure of Success

80% of the evaluated students will demonstrate an ability of 75% mastery of the objective.

1.4.5 Data Summary

In the Principles of Management class, the students interviewed a manager with 2-5 years of management experience and asked a set of eight questions related to the managers' position. The student then prepared the assignment after the interview and included the detailed responses by using complete sentences and proper grammar. 80% of the evaluated students will demonstrate an ability of 75% mastery of the objective.

1.4.5.1 Analysis and Evaluation

In the Principles of Management lecture class, eight students out of ten completed the manager interview with a mastery of 75% or above. The overall class objective was met because 80% of the students met the learning outcome.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

I do not see a need to change or modify this manager interview assignment. The students gain valuable insight into the position and responsibilities of a manager.

1.4.5.4 Distance Learning: Analysis and Evaluation Distance Learning Fall 2016 / Spring 2017

In the online Principles of Management class, the students interviewed a manager with 2-5 years of management experience and asked a set of eight questions related to the managers' position. The student then prepared the assignment after the interview and included the detailed responses by using complete sentences and proper grammar. 80% of the evaluated students will demonstrate an ability of 75% mastery of the objective. In the Fall 2016, 91% mastered the learning outcome and in the Spring 2017 semester, 88% mastered the learning outcome.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes

I do not see a need to change or modify this manager interview assignment. The students gain valuable insight into the position and responsibilities of a manager.

Program Name: BMGT.1341

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

BMGT 1341, Business Ethics

1.1 Division-Department

Business and Office Administration

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The student will be able to differentiate the type of stakeholders and analyze the interactions between an organization and its primary and secondary stakeholders

1.4.2 Learning Activities

Utilizing a stakeholder model, students will identify stakeholders of a given company, categorize each as primary or secondary, and analyze the organizations level of social responsibility in a case analysis.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

1.4.4 Measure of Success

70% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

One hundred per cent of the students evaluated scored above the level of completion that was necessary to be satisfactory for the objective.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.3 Description of Changes

We are anticipating no changes at this time because of the successful completion rate of the students who completed the assessment of the objective.

1.4.5.4 Distance Learning: Analysis and Evaluation

Eighty Eight per cent of the students successfully completed the objective so not changes in the instructional methods are anticipated at this time.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.6 Distance Learning: Description of Changes

No changes are anticipated at this time because of the successful completion of the objective.

Program Name: BUSG.2309

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

BUSG 2309, Small Business Management

1.1 Division-Department

Business and Computer Science - Management

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Communication Skills Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will prepare a business plan which can be applied to an existing, expanded or a new venture. A new venture will need to determine the location plan, the marketing plan, the organizational plan, the financial plan and the exit or the harvest plan.

1.4.2 Learning Activities

Students will prepare a business plan for a new start-up business that matches their skills and experience or an existing or expanded business venture. Utilize the Chapter 6, Exhibit 6.4 Business Plan Outline to focus on the major segments of the business plan, marketing plan, organizational plan, the financial plan and the exit/harvest plan.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Communication Skills Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Career Entry Skills (CE): Students will be able to demonstrate academic

Career Entry Skills skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

75% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary Small Business Plan Project

The small business class is only offered once a year in the Spring semester online.

1.4.5.1 Analysis and Evaluation

This Small Business Management class is only offered online during the spring semester.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alter classroom engagement strategy (team project, contests, technology use, etc.)

1.4.5.3 Description of Changes

Consider offering this class in the evening in a lecture format.

1.4.5.4 Distance Learning: Analysis and Evaluation Small Business Plans

In this online Small Business Management class, 13 students out of 17 completed the final project of preparing a Small Business Plan. The overall learning outcome was met, since 77% of the students completed the final project with a mastery of 70% or better.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alter classroom engagement strategy (team project, contests, technology use, etc.)

1.4.5.6 Distance Learning: Description of Changes

I will require the students to complete the financial section as a separate assignment earlier in the semester in order to provide more instruction on what is needed.

Program Name: CHEM.1405

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

CHEM 1405, Introductory Chemistry I

1.1 Division-Department

Science and Mathematics - Chemistry

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Conduct basic laboratory experiments with proper laboratory techniques.

1.4.2 Learning Activities

The student will work in small groups to carry out or conduct an experiment and evaluate the reasonableness of their results. An oral or written presentation will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed. The student will also be assessed on the synthesis of the project within the group.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills (CM): To include effective development,

Communication Skills	interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4.4 Measure of Success

1.4.5 Data Summary

165 students (69 internet and 96 face-to-face) from 7 sections of Chem 1405, representing all 3 main campuses which offer Chem 1405, were assessed. Success (where the success benchmark was 70%, which appears to have been omitted in section 1.4.4 above) rates of those assessed by Core objective were:

COM: 83% overall, 100% internet, 71% face-to-face

CT: 80% overall, 97% internet, 68% face-to-face

EQR: 96% overall, 97% internet, 94% face-to-face

TW: 84% overall, 100% internet, 80% face-to-face

The reported rates at which enrolled students were unavailable for assessment were strangely varied by Core Objective for internet students:

COM: 20% overall, 21% internet, 19% face-to-face

CT: 20% overall, 22% internet, 19% face-to-face

EQR: 18% overall, 16% internet, 19% face-to-face

TW: 40% overall, 69% internet, 19% face-to-face

1.4.5.1 Analysis and Evaluation

All goals (the goal was to have 70% of assessed students successful, as appears omitted in section 1.4.4 of this report) for assessed students were met.

The rate at which internet students were unavailable for assessment on the Core objective of teamwork is exceptionally high. Further, it is much higher than that for non-assessment of the other Core objectives. This may indicate that internet students either did not show teamwork or that they were not given a way to show teamwork.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

Raising the benchmark for success to 75% while leaving the success goal at 70% of students would be appropriate.

1.4.5.4 Distance Learning: Analysis and Evaluation

The rate at which enrolled internet students were unavailable for assessment on the Core objective of teamwork is exceptionally high (69%). Further, it is much higher than that for non-assessment of the other Core objectives. This may indicate that internet students either did not show teamwork or that they were not given a way to show teamwork. Yet 100% of the 28 internet students who were assessed for teamwork were rated successful.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes

100% success rate in the Core Objectives of COM and TW and 97% for CT and EQR certainly indicate that the benchmark should be raised.

However, the chemistry department also needs to look at why the non-assessment rate for teamwork was so high for internet students.

Program Name: CHEM.1407

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

CHEM 1407, Introductory Chemistry II

1.1 Division-Department

Science and Mathematics - Chemistry

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The student will apply scientific theories to analyze data collected in lab and report results in written form.

1.4.2 Learning Activities

The student will work in small groups to carry out or conduct an experiment and evaluate the reasonableness of their results. An oral or written presentation will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed. The student will also be assessed on the synthesis of the project within the group.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4.4 Measure of Success

Benchmark 70%. Goal is 70% reach benchmark.

1.4.5 Data Summary

4 students from one internet section were assessed.

Success rates by Core Objective were:

COM: 0%

CT: 0%

EQR: 0%

TW: 100%

All enrolled students were assessed.

1.4.5.1 Analysis and Evaluation

Goals were not met in COM, CT, or EQR. However, all students were successful at Teamwork. This does not make sense.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

Curricular changes are obviously needed if the course is to be offered again.

1.4.5.4 Distance Learning: Analysis and Evaluation

Goals were not met in COM, CT, or EQR. However, all students were successful at Teamwork. This does not make sense.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Curricular changes are obviously needed if the course is to be offered again.

Program Name: CHEM.1411

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

CHEM 1411, General Chemistry I

1.1 Division-Department

Science and Mathematics - Chemistry

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Conduct basic laboratory experiments with proper laboratory techniques.

1.4.2 Learning Activities

The student will work in a small team or group to develop an oral or written presentation solving a problem or carrying out an experiment in which essential information is identified to connect and apply the learning objective to a new situation and evaluating the reasonableness of the solution.

Safely perform lab experiments in groups of 2 to 4 students.

Participation of each student in the lab experiment will be required.

Student will be required to analyze data and relate results to theory discussed in lecture.

Assessment will be based on the accuracy or depth of content/synthesis of the final project or performance and whether the team or group completed the problem.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use	General Education
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for LEAPs)	Outcomes
Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4.4 Measure of Success

Benchmark is 70%. Goal is 70% achieve benchmark.

1.4.5 Data Summary

136 students (55 internet, 81 face-to-face) from 9 sections of Chem 1411, representing all 3 main campuses that offer Chem 1411, were assessed. Success rates by Core Objective were:

COM: 93% overall, 100% internet, 89% face-to-face

CT: 90% overall, 100% internet, 83% face-to-face

EQR: 91% overall, 100% internet, 84% face-to-face

TW: 92% overall, 100% internet, 90% face-to-face

However, there are large variations by Core Objective in the rates at which enrolled students were unavailable for assessment. By Core Objective:

COM: 18% overall, 24% internet, 14% face-to-face

CT: 19% overall, 25% internet, 14% face-to-face

EQR: 16% overall, 18% internet, 14% face-to-face

TW: 43% overall, 81% internet, 14% face-to-face

1.4.5.1 Analysis and Evaluation

All goals were met. However, the data seems to indicate that either some internet students who were unsuccessful at teamwork were rated as "No data available" or perhaps no way was found to assess teamwork on the internet. Either is unacceptable.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

Raising the benchmark for success would allow the Chemistry Department to reassess this learning outcome.

1.4.5.4 Distance Learning: Analysis and Evaluation

All goals were met by assessed students.

However, the data seems to indicate that either some internet students who were unsuccessful at teamwork were rated as "No data available" or perhaps no way was found to assess teamwork on the internet. Either is unacceptable.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes

The data seems to indicate that either some internet students who were unsuccessful at teamwork were rated as "No data available" or perhaps no way was found to assess teamwork on the internet. Either is unacceptable.

Program Name: CHEM.1412

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

CHEM 1412, General Chemistry II

1.1 Division-Department

Science and Mathematics - Chemistry

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Conduct basic laboratory experiments with proper laboratory techniques.

1.4.2 Learning Activities

Work in a small team or group to safely perform lab experiments in groups of 2 to 4 students.

Participation of each student in the lab experiment will be required.

Student will be required to analyze data and relate results to theory discussed in lecture.

The student will work in a small team or group to develop an oral or written presentation solving a problem or carrying out an experiment in which essential information is identified to connect and apply the learning objective to a new situation and evaluating the reasonableness of the solution.

Assessment will be based on the accuracy or depth of content or the final project or performance and whether the team or group completed the problem.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use	General Education
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for LEAPs)	Outcomes
Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4.4 Measure of Success

Benchmark is 70%. Goal is 70% achieve benchmark.

1.4.5 Data Summary

54 students (18 internet, 36 face-to-face) from 4 sections (1 internet, 3 face-to-face), representing all 3 main campuses which offer Chem 1412, were assessed. Success rates by Core Objective were:

COM: 100% overall, 100% internet, 100% face-to-face

CT: 100% overall, 100% internet, 100% face-to-face

EQR: 98% overall, 100% internet, 97% face-to-face

TW: 100% overall, 100% internet, 100% face-to-face

However, the rates at which enrolled students were unavailable for assessment vary widely by Core Objective:

COM: 5% overall, 0% internet, 8% face-to-face

CT: 5% overall, 0% internet, 8% face-to-face

EQR: 9% overall, 11% internet, 8% face-to-face

TW: 23% overall, 56% internet, 8% face-to-face

1.4.5.1 Analysis and Evaluation

This is a difficult class with small, committed enrollments. All goals were met by assessed students.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

The goals for percent successful students and the benchmark for success can both be raised.

1.4.5.4 Distance Learning: Analysis and Evaluation

All goals were met. However, the large variation in rates of assessment between Core Objectives doesn't make sense. Either enrolled students were unsuccessful at teamwork, but were marked as "no data available", or no way was found to assess more than half of the internet students for teamwork. Either result is unacceptable.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes

Either many enrolled students were unsuccessful at teamwork, but were marked as "no data

available", or no way was found to assess more than half of the internet students for teamwork. Either result is unacceptable.

The benchmark and the goal for a percentage of assessed students to be rated as successful should be raised.

Program Name: COSC.1336

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

COSC 1336, Programming Fundamentals I

1.1 Division-Department

Business and Computer Science - Computer Science

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Design, code and test a computer program that utilizes a logical statement

1.4.2 Learning Activities

By analyzing computer program specifications and requirement statements, draft a computer program using logical program syntax. Design, code, test and document a program that produces correct output using logical program statements.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating

Career Entry Skills

Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

65% of students evaluated will produce a correct, fully functional program using logical program statements.

1.4.5 Data Summary

100% of the students assessed achieved 65% accuracy or greater when assessed on the learning outcome in all classes.

100% of the students assessed achieved 65% accuracy or greater when assessed on the learning outcome in all face-to-face classes.

100% of the students assessed achieved 65% accuracy or greater when assessed on the learning outcome in the Internet class.

1.4.5.1 Analysis and Evaluation

100% of the students assessed achieved 65% accuracy or greater when assessed on the learning outcome in all classes.
LEAP was accomplished.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

Since 100% of the 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.

1.4.5.4 Distance Learning: Analysis and Evaluation

100% of the students assessed achieved 65% accuracy or greater when assessed on the learning outcome in the Internet class.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.6 Distance Learning: Description of Changes

Since 100% of the 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.

Program Name: CRIJ.1301
Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

CRIJ 1301, Introduction To Criminal Justice

1.1 Division-Department

Career and Technology Criminal Justice

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will analyze the criminal justice process and the parties involved.

1.4.2 Learning Activities

Students will demonstrate their knowledge of the criminal justice system by distinguishing between the steps from arrest to trial and identifying the parties involved in reviews and written assignments.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

60% of evaluated students will score at least 75% in both review and written assignments, thereby

demonstrating critical thinking and career entry skills.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

90% of students passed this course with a 75 or higher. 60% were projected to score 75 or higher.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

No changes required.

1.4.5.4 Distance Learning: Analysis and Evaluation

85% of student scored 75 or higher. 60% was projected to score 75 or higher.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

No changes required.

Program Name: CRIJ.1310

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

CRIJ 1310, Fundamentals Of Criminal Law

1.1 Division-Department

Career and Technology Criminal Justice

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will be able to recognize the major penal offenses and penalties in Texas.

1.4.2 Learning Activities

Analyze fact situations to determine what offense has been committed in reviews; and in written assignments analyze the major offenses in Texas.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

60% of evaluated students will score at least 75% in both review and written assignments, thereby

demonstrating critical thinking and career entry skills.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

84% of students completed the course with a 75 or higher. 60% projected to score 75 or higher.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

No changes

1.4.5.4 Distance Learning: Analysis and Evaluation

81% of students completed the course scoring 75 or higher. 60% projected to score 75 or higher.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

No changes required.

Program Name: CRIJ.2328

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

CRIJ 2328, Police Systems and Practices

1.1 Division-Department

Career and Technology Criminal Justice

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Discuss and explain the establishment of organized police departments and the special problems with police departments.

1.4.2 Learning Activities

Reviews, assignments, tests and discussions will evaluate the outcomes based upon the developed Rubric.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
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Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

70/75

70% of students completing course will score 75 or higher based on rubric outcome.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

88% of students completed the course with a 75 or higher. 60% were projected to score 75 or higher.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

no changes required

1.4.5.4 Distance Learning: Analysis and Evaluation

91% of students completed the course with a 75 or higher. 60% were projected to complete the course with a 75 or higher.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

no changes required

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Discuss police discretion and the stress in policing

1.5.2 Learning Activities

Reviews, assignments, tests and discussions will evaluate the outcomes based upon the developed Rubric.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education General Education

(Use for LEAPs)	Outcomes
Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.5.4 Measure of Success

70/75

70% of students completing course will score 75 or higher based on rubric outcome.

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

88% of students completed the course with a 75 or higher.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.3 Description of Changes

no changes required

1.5.5.4 Distance Learning: Analysis and Evaluation

91% of students completed the course with a 75 or higher. 60% were projected to complete the course with a 75 or higher.

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.6 Distance Learning: Description of Changes

no changes required

1.6 Measured Outcome

1.6.1 Student Learning Outcomes

Describe the traditional patrol methods and strategies for combating crime and explain how the Bill of Rights and the Supreme Court regulate police actions.

1.6.2 Learning Activities

Reviews, assignments, tests and discussions will evaluate the outcomes based upon the developed Rubric.

1.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.6.4 Measure of Success

70/75

70% of students completing course will score 75 or higher based on rubric outcome.

1.6.5 Data Summary

1.6.5.1 Analysis and Evaluation

88% of students completed the course with a 75 or higher. 60% were projected to complete the course with a 75 or higher.

1.6.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.6.5.3 Description of Changes

no changes required

1.6.5.4 Distance Learning: Analysis and Evaluation

91% of students completed the course with a 75 or higher. 60% were projected to complete the course with a 75 or higher.

1.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.6.5.6 Distance Learning: Description of Changes

no changes required

Program Name: DEVL.0309

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

DEVL.0309, Beginning Algebra

1.1 Division-Department

College Readiness

1.2 Course Type

Academic General Education Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

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

1.4.2 Learning Activities

Lectures, class discussions, examples, and homework assignments (usually online but also paper assignments) will be used to teach students to successfully solve linear equations.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4.4 Measure of Success

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.

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.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

79% of our students achieved the goal, so it was successful. Particular focus is given on this vital skill, and we will continue to make it a priority. Comparable results were seen in both online and face to face classes.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

We will be changing our Master syllabi, and will use the new LEAP format to mirror those from credit math. We feel that aligning these will give us better data to compare to credit courses.

1.4.5.4 Distance Learning: Analysis and Evaluation

Our success rate online is 70%, which meets the goal, and compares well to face to face classes.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.6 Distance Learning: Description of Changes

As discussed earlier, we will be aligning our DEVL LEAPS to those in credit math.

Program Name: DEVL.0310

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

DEVL 0310, Intermediate Algebra

1.1 Division-Department

College Readiness

1.2 Course Type

Academic General Education Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

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

successfully solve quadratic equations by factoring.

1.4.2 Learning Activities

Lectures, class discussions, examples, and online (or paper) homework assignments will be used to teach students to successfully solve quadratic equations by factoring.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4.4 Measure of Success

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.

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.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

77% of our students succeeded on this task, so our goal was met.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

We will be aligning our new goals to those used in credit math.

1.4.5.4 Distance Learning: Analysis and Evaluation

Our online instructors reported zero students completing the goal. No explanation was given by the instructors.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.6 Distance Learning: Description of Changes

We will investigate the poor performance of these students, and hope that changing to the same criteria as credit math will give us more detailed data.

Program Name: DRAM.1310

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

DRAM 1310, Introduction to Theater

1.1 Division-Department

Speech and Fine Arts - Drama

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Explain the relationship of theater to society as it relates to his/her perspective.

1.4.2 Learning Activities

Students will make connections between the various theater practitioners utilized in a theatrical production and present an argument for how effective they were in unifying the elements by writing a formal critique of the production.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
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1.4.4 Measure of Success

75% of students who submit at least one critique will score at least 80%, or earn 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 play.

1.4.5 Data Summary

Students enrolled in DRAM 1310, face-to-face sections, who attended and submitted a performance critique revealed their success in mastering acceptable performance in social responsibility. The F2F students excelled in SR (91%).

1.4.5.1 Analysis and Evaluation

Both the face-to-face and online classes exceeded the expected outcomes in all areas; however, the face-to-face Critical Thinking results are down significantly from last year. This is an area of concern. Social Responsibility, on the other hand, has improved significantly.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

"I may allow other types of performances to be reviewed, such as dance or concerts, to give more perspective of how Theatrical elements are utilized in other performing arts."

"May allow alternative performances since it is difficult for rural dual credit students to attend live theatrical performances."

1.4.5.4 Distance Learning: Analysis and Evaluation

The distance learning classes excelled in social responsibility by achieving 94%.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.6 Distance Learning: Description of Changes

"I may allow other types of performances to be reviewed, such as dance or concerts, to give more perspective of how theatrical elements are utilized in other performing arts."

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Develop criteria for accessing a theater productions effectiveness

1.5.2 Learning Activities

Students will make connections between the various theater practitioners utilized in a theatre production and present an argument for how effective they were in unifying the production by writing a formal critique of the production.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

1.5.4 Measure of Success

75% of students who submit a 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 theatrical vocabulary.

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

Critical thinking skills are needed to critically analyze the performance the students are required to attend as part of their Social Responsibility. Students will use Critical Thinking to provide bases for their opinions regarding the production. 70% of the students should score at least 75% of the possible points on a rubric that assesses the quality of their analysis and support for their opinions.

The F2F classes achieved an 83% success rate in Critical Thinking.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.3 Description of Changes

"Continue to clarify the guidelines for the critique. Possibly assign elements to be discussed instead of student choice."

"Im going to create a packet of examples for the production portion of the final project. I talk through and draw out examples in class, but I think because that part of the project can be very new to students it would be helpful to have a set of examples that they can take with them. I have also noticed that part of the final is what I receive the most questions about and it usually takes students a couple of class periods to get to those questions."

1.5.5.4 Distance Learning: Analysis and Evaluation

While the F2F classes did well in Critical Thinking, the online classes surpassed them by achieving a 90% success rate.

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.6 Distance Learning: Description of Changes

Continue to clarify the guidelines for the critique. Possibly assign elements to be discussed instead of student choice.

Im going to create a packet of examples for the production portion of the final project. I talk through and draw out examples in class, but I think because that part of the project can be very new to students it would be helpful to have a set of examples that they can take with them. I have also noticed that part of

the final is what I receive the most questions about and it usually takes students a couple of class periods to get to those questions.

1.6 Measured Outcome

1.6.1 Student Learning Outcomes

Recognize the perspectives and forms of drama

1.6.2 Learning Activities

Students will complete an oral or written critique that accesses the connection of content with the main topics of the presentation.

1.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

1.6.4 Measure of Success

75% of students who submit a critique will score 80%, or at least 20 points, on the communication section of the scoring rubric.

1.6.5 Data Summary

1.6.5.1 Analysis and Evaluation

The F2F students achieved an 88% success rate in their written communication of their theatrical performance critique. These students surpassed the benchmark.

1.6.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.6.5.3 Description of Changes

"Im going to create a packet of examples for the production portion of the final project. I talk through and draw out examples in class, but I think because that part of the project can be very new to students it would be helpful to have a set of examples that they can take with them."

1.6.5.4 Distance Learning: Analysis and Evaluation

The online students did not achieved the level of success as the F2F students in their written critiques; however, they were not far behind with 86% scoring at least a 75% on the written portion of the rubric.

1.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.6.5.6 Distance Learning: Description of Changes

Continue to clarify the guidelines for the critique. Possibly assign elements to be discussed instead of

student choice.

1.7 Measured Outcome

1.7.1 Student Learning Outcomes

Understand the role of the different theatre practitioners

1.7.2 Learning Activities

Students will work in groups of two to four and conceptualize a theater production of the instructors choice. The students will be assessed on the synthesis of the final project and performance within the group.

1.7.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.7.4 Measure of Success

75% 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.

1.7.5 Data Summary

1.7.5.1 Analysis and Evaluation

The F2F students excelled (98%) in the required Teamwork activity this school year. The classroom students seem to have no problem working in groups.

1.7.5.2 Changes as a Result of Analysis and Evaluation

Alter classroom engagement strategy (team project, contests, technology use, etc.)

1.7.5.3 Description of Changes

Clarify activity

1.7.5.4 Distance Learning: Analysis and Evaluation

The online classes also achieved a high success rate (94%) in the Teamwork portion. This is an improvement from last year.

1.7.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alter classroom engagement strategy (team project, contests, technology use, etc.)

1.7.5.6 Distance Learning: Description of Changes

Clarify activity

1.8 Measured Outcome

1.8.1 Student Learning Outcomes

Explain the role of theatre in society

1.8.2 Learning Activities

Students will make connections between the various theater practitioners utilized in a theatrical production and present an argument for how effective they were in unifying the elements by writing a formal critique of the production.

1.8.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
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1.8.4 Measure of Success

75% of students who submit at least one critique will score at least 80%, or earn 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 play.

1.8.5 Data Summary

1.8.5.1 Analysis and Evaluation

1.8.5.2 Changes as a Result of Analysis and Evaluation

1.8.5.3 Description of Changes

1.8.5.4 Distance Learning: Analysis and Evaluation

1.8.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

1.8.5.6 Distance Learning: Description of Changes

Program Name: DRAM.2366

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

DRAM 2366, Introduction to Cinema

1.1 Division-Department

Speech and Fine Arts - Drama

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Develop criteria for judging a films effectiveness

1.4.2 Learning Activities

Students will make connections between the various film practitioners utilized in a film production and present an argument for how effective they were in unifying the elements by writing a formal critique of the production.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education (Use
for LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
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1.4.4 Measure of Success

75% of students who submit a 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.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

"Number of students who submitted a formal critique and scored at least 80%, or earned at least 20 points, on the critical thinking section of the scoring rubric."

The F2F classes surpassed the set goal by achieving 95% on the Critical Thinking portion of the rubric. The instructor may need to increase the passing rate or the required score. This needs to be evaluated

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

Be more prescriptive in the cinematic elements that the students should cover, instead of student choice.

Ask for more specific cinematic elements in the critiques, instead of being student choice.

1.4.5.4 Distance Learning: Analysis and Evaluation

The online students were also successful in achieving their goal at 93%. It is gratifying to see that the F2F and online class results are comparable in Critical Thinking.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Be more prescriptive in the cinematic elements that the students should cover, instead of student choice.

Ask for more specific cinematic elements in the critiques, instead of being student choice.

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Examine the film industry as an art form and a creative expression;

1.5.2 Learning Activities

Students will complete an oral or written critique that accesses the connection of content with the main topics of the presentation.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General General

Education (Use for LEAPs) Education Outcomes

Communication Skills Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

1.5.4 Measure of Success

75% of students who submit a critique will score 80%, or at least 20 points, on the communication section of the scoring rubric.

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

"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."

Ninety-three percent of the F2F students scored at least 80% on the Communication portion of the rubric.

The benchmark required that 75% would score at least 80% on the Comm portion of the scoring rubric, so the students performed very well.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.3 Description of Changes

I will be more specific about which aspects to discuss and provide more examples, especially for the online course.

Provide the opportunity to submit a first draft before grading.

1.5.5.4 Distance Learning: Analysis and Evaluation

Only 84% of the online students scored 75% or above on the Communication portion of the rubric. There is a stark difference from the F2F classes that needs to be addressed.

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.6 Distance Learning: Description of Changes

I will be more specific about which aspects to discuss and provide more examples, especially for the online course.

Provide the opportunity to submit a first draft before grading.

1.6 Measured Outcome

1.6.1 Student Learning Outcomes

Demonstrate a knowledge of the contributions of contemporary filmmakers;

1.6.2 Learning Activities

Students work in groups of two to four and will conduct a social/comparative analysis of a film directors work. The students will be assessed on the synthesis of the final project and performance within the group.

1.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.6.4 Measure of Success

75% 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.

1.6.5 Data Summary

1.6.5.1 Analysis and Evaluation

The F2F students were able to work well together in achieving and exceeding the set goal of 80%. In fact, 95% of the F2F students earned at the the minimum of 75% on the Teamwork criteria.

1.6.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.6.5.3 Description of Changes

Make sure that each member of the group has a defined job in the group.

Allow students to select their teams instead of being assigned partners.

1.6.5.4 Distance Learning: Analysis and Evaluation

While the online students did not achieve the same success at the F2F students in the Teamwork outcome, they did still exceed the requirement at 90%. Teamwork can be challenging in an online class, so 90% participation and engagement is admirable.

1.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.6.5.6 Distance Learning: Description of Changes

Make sure that each member of the group has a defined job in the group.

Allow students to select their teams instead of being assigned partners.

1.7 Measured Outcome

1.7.1 Student Learning Outcomes

Examine the major social, technological, and economic considerations in the development of the film

industry.

1.7.2 Learning Activities

Students will use their new academic skills/knowledge to share their opinions of the major societal shifts, technical innovation and economic considerations of the film industry by writing a critique of the films.

1.7.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
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1.7.4 Measure of Success

75% of students who submit at least one critique will score at least 80%, or earn at least 20 point, 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.

1.7.5 Data Summary

1.7.5.1 Analysis and Evaluation

The F2F students were highly successful in the SR area for 98% of them scored at least 80%, or 20 points, on the rubric.

1.7.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.7.5.3 Description of Changes

Continue to adjust the assignment to better reflect the current trends in cinema.

Use more films that have added to the industry in a significant way.

1.7.5.4 Distance Learning: Analysis and Evaluation

The online classes also excelled in the SR criteria by achieving 93%.

1.7.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.7.5.6 Distance Learning: Description of Changes

Continue to adjust the assignment to better reflect the current trends in cinema.

Use more films that have added to the industry in a significant way.

Program Name: ECON.2301

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

ECON 2301, Principles of Microeconomics

1.1 Division-Department

Social Sciences - Economics

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Identify the determinants of supply and demand; demonstrate the impact of shifts in both market supply and demand curves on equilibrium price and output.

1.4.2 Learning Activities

Students will attend class and/or do the assigned readings related to the Law of Supply and Demand. Students will be tested at the end of the unit of study and a block of questions and/or discussions will be devoted to the desired outcome statement. The questions and/or discussions will evaluate factual knowledge and will also require critical thinking and application skills.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking Skills (CT): To include creative thinking, innovation,

Critical Thinking	inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.4.4 Measure of Success

70% of students will score a minimum of 70% of correct answers on the related questions

1.4.5 Data Summary

Seventy one percent (71%) of the students evaluated scored higher than the 70% necessary to achieve success on the objective evaluated.

1.4.5.1 Analysis and Evaluation

The methods of instruction and materials and audio and video materials presented were successful in achieving the goal.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.3 Description of Changes

The students that did not achieve the goal will be assigned additional problems to practice and required to watch economic video office hours (VOH) that discuss the topic.

1.4.5.4 Distance Learning: Analysis and Evaluation

Ninety four percent (94%) of the students evaluated scored higher than the 70% necessary to achieve success on the objective evaluated.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.6 Distance Learning: Description of Changes

The students that did not achieve the goal will be assigned additional problems to practice and required to watch economic video office hours (VOH) that discuss the topic. Continue with acceptable methods of instruction and as long as they are successful we will continue to use them.

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Define money and the money supply; describe the process of money creation by the banking system and the role of the central bank.

1.5.2 Learning Activities

Students will attend class and/or do the assigned readings related to Money, the Banking System, and the Central Bank. Students will be tested at the end of the unit of study and a block of questions and/or discussions will be devoted to the desired outcome statement. The questions and/or discussions will evaluate factual knowledge and will also require critical thinking and application skills.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.5.4 Measure of Success

70% of students will score a minimum of 70% of correct answers on the related questions

1.5.5 Data Summary

Seventy two percent (72%) of the students evaluated scored higher than the 70% necessary to achieve success on the objective evaluated.

1.5.5.1 Analysis and Evaluation

The methods of instruction and materials and audio and video materials presented were successful in achieving the goal.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.5.5.3 Description of Changes

The students that did not achieve the goal will be assigned additional problems to practice and required to watch economic video office hours (VOH) that discuss the topic.

1.5.5.4 Distance Learning: Analysis and Evaluation

Eighty nine percent (89%) of the students evaluated scored higher than the 70% necessary to achieve success on the objective evaluated.

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.5.5.6 Distance Learning: Description of Changes

The students that did not achieve the goal will be assigned additional problems to practice and required to watch economic video office hours (VOH) that discuss the topic. Continue with acceptable methods of instruction and as long as they are successful we will continue to use them.

1.6 Measured Outcome

1.6.1 Student Learning Outcomes

Explain the mechanics and institutions of international trade/globalization and their impact on the macro economy.

1.6.2 Learning Activities

Students will attend class and/or do the assigned readings related to International trade/globalization and its impact on the Macroeconomy. Students will be tested at the end of the unit of study and a block of questions and/or discussions will be devoted to the desired outcome statement. The questions and/or discussions will evaluate factual knowledge and will also require critical thinking and application skills.

1.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.6.4 Measure of Success

70% of students will score a minimum of 70% of correct answers on the related questions

1.6.5 Data Summary

Eighty Two (82%) of the students evaluated scored higher than the 70% necessary to achieve success on the objective evaluated.

1.6.5.1 Analysis and Evaluation

The methods of instruction and materials and audio and video materials presented were successful in achieving the goal.

1.6.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.6.5.3 Description of Changes

The students that did not achieve the goal will be assigned additional problems to practice and required to watch economic video office hours (VOH) that discuss the topic.

1.6.5.4 Distance Learning: Analysis and Evaluation

Ninety five percent (95%) of the students evaluated scored higher than the 70% necessary to achieve success on the objective evaluated.

1.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.6.5.6 Distance Learning: Description of Changes

The students that did not achieve the goal will be assigned additional problems to practice and required to watch economic video office hours (VOH) that discuss the topic. Continue with acceptable methods of instruction and as long as they are successful we will continue to use them.

Program Name: ECON.2302

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

ECON 2302, Principles of Microeconomics

1.1 Division-Department

Social Sciences - Economics

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Identify the determinants of supply and demand; demonstrate the impact of shifts in both market supply and demand curves on equilibrium price and output.

1.4.2 Learning Activities

Students will attend class and/or do the assigned readings related to the Law of Supply and Demand. Students will be tested at the end of the unit of study and a block of questions and/or discussions will be devoted to the desired outcome statement. The questions and/or discussions will evaluate factual knowledge and will also require critical thinking and application skills.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking Skills (CT): To include creative thinking, innovation,

Critical Thinking	inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.4.4 Measure of Success

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

1.4.5 Data Summary

Eighty three percent (83%) of the students evaluated scored higher than the 70% necessary to achieve success on the objective evaluated.

1.4.5.1 Analysis and Evaluation

The methods of instruction and materials and audio and video materials presented were successful in achieving the goal.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.3 Description of Changes

The students that did not achieve the goal will be assigned additional problems to practice and required to watch economic video office hours (VOH) that discuss the topic.

1.4.5.4 Distance Learning: Analysis and Evaluation

Ninety eight percent (98%) of the students evaluated scored higher than the 70% necessary to achieve success on the objective evaluated.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.6 Distance Learning: Description of Changes

The students that did not achieve the goal will be assigned additional problems to practice and required to watch economic video office hours (VOH) that discuss the topic. Continue with acceptable methods of instruction and as long as they are successful we will continue to use them.

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Determine the profit maximizing price and quantity of resources in factor markets under perfect and imperfect competition by use of marginal analysis.

1.5.2 Learning Activities

Students will attend class and/or do the assigned readings and calculations related to the factor markets by use of marginal analysis in profit maximization. Students will be tested at the end of the unit of study and a block of questions and/or discussions will be devoted to the desired outcome statement. The questions and/or discussions will evaluate factual knowledge and will also require critical thinking and application skills.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.5.4 Measure of Success

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

1.5.5 Data Summary

Seventy six percent (76%) of the students evaluated scored higher than the 70% necessary to achieve success on the objective evaluated.

1.5.5.1 Analysis and Evaluation

The methods of instruction and materials and audio and video materials presented were successful in achieving the goal.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.5.5.3 Description of Changes

The students that did not achieve the goal will be assigned additional problems to practice and required to watch economic video office hours (VOH) that discuss the topic.

1.5.5.4 Distance Learning: Analysis and Evaluation

Ninety five percent (95%) of the students evaluated scored higher than the 70% necessary to achieve success on the objective evaluated.

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.5.5.6 Distance Learning: Description of Changes

The students that did not achieve the goal will be assigned additional problems to practice and required to watch economic video office hours (VOH) that discuss the topic. Continue with acceptable methods of instruction and as long as they are successful we will continue to use them.

1.6 Measured Outcome

1.6.1 Student Learning Outcomes

Describe governmental efforts to address market failure such as monopoly power, externalities, and public goods.

1.6.2 Learning Activities

Students will attend class and/or do the assigned readings related to governmental efforts to address market failure such as monopoly power, externalities, and public goods. Students will be tested at the end of the unit of study and a block of questions and/or discussions will be devoted to the desired outcome statement. The questions and/or discussions will evaluate factual knowledge and will also require critical thinking and application skills.

1.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.6.4 Measure of Success

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

1.6.5 Data Summary

Eighty percent (80%) of the students evaluated scored higher than the 70% necessary to achieve success on the objective evaluated.

1.6.5.1 Analysis and Evaluation

The methods of instruction and materials and audio and video materials presented were successful in achieving the goal.

1.6.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.6.5.3 Description of Changes

The students that did not achieve the goal will be assigned additional problems to practice and required to watch economic video office hours (VOH) that discuss the topic.

1.6.5.4 Distance Learning: Analysis and Evaluation

One hundred percent (100%) of the students evaluated scored higher than the 70% necessary to achieve success on the objective evaluated.

1.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.6.5.6 Distance Learning: Description of Changes

The students that did not achieve the goal will be assigned additional problems to practice and required to watch economic video office hours (VOH) that discuss the topic. Continue with acceptable methods of instruction and as long as they are successful we will continue to use them.

Program Name: EDUC/PSYC.1300

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

EDUC 1300, Learning Framework

1.1 Division-Department

College Readiness

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will demonstrate an understanding of the foundational models of communication by developing a PowerPoint presentation.

1.4.2 Learning Activities

The My Best Fit project will employ the following features:

- Students will create and submit a PowerPoint which will be evaluated by the instructor for mechanics, structure, and connection of content with main topic, logic and accuracy and depth of content. The scoring rubric will be used to evaluate the appropriateness and effectiveness of the written communication of the presentation.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education (Use
for LEAPs)** General
Education
Outcomes

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

1.4.4 Measure of Success

75% of students who submit a My Best Fit project will score at least 70% of the available points on the PowerPoint rubric.

1.4.5 Data Summary

68% of our students succeeded at this task. While not meeting our minimum standard, we feel that we are on the right track with this goal.

1.4.5.1 Analysis and Evaluation

Instructors are working hard to develop a unified voice in this course, and the results are promising. The course is undergoing a major revision, and the focus of the course will be sharpened. We think that we will easily meet this goal in the future.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

We are currently reinventing the course to more accurately reflect the goals of the QEP. We feel that narrowing our focus will give us even greater success.

1.4.5.4 Distance Learning: Analysis and Evaluation

Our online students had exactly the same success rate as our face to face-68%. We are very happy with this, as it is a difficult task to get the students involved in all of the activities while online.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

We will be making the same curricular changes in the online version of this course.

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Student will research various campus student organizations.

1.5.2 Learning Activities

Using a template, student will obtain information about campus organizations. This information may be obtained online, as well as by contacting directors of the various organizations. Students will determine the purpose and goals of the student organizations, community service projects performed by the organizations, and important dates of events associated with these student organizations.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Social Responsibility

Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.5.4 Measure of Success

75% of students will demonstrate success at Social Responsibility by earning at least 70% of the allotted points for this topic. A rubric will be used to measure the thoroughness of their research.

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

This goal measured students knowledge of campus organizations, and was easily met at 75%. We did expect higher numbers for this relatively easy task.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.3 Description of Changes

we will be making the same changes as described above.

1.5.5.4 Distance Learning: Analysis and Evaluation

Online students completed this goal with even higher numbers-85%. No explanation was given by the instructors for this amount of difference.

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.6 Distance Learning: Description of Changes

the same changes as those described above.

1.6 Measured Outcome

1.6.1 Student Learning Outcomes

Student will make an informed decision on choosing a transfer college with a major.

1.6.2 Learning Activities

Using the My Best Fit project students will compare colleges and majors and make an informed decision on the best college for them.

1.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education (Use
for LEAPs)**

General
Education
Outcomes

Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

1.6.4 Measure of Success

75% if students will demonstrate success at Critical Thinking b earning at least 70% of the allotted points for this topic based on the rubric.

1.6.5 Data Summary

1.6.5.1 Analysis and Evaluation

Since this goal has so much emphasis on student personal achievement, we were disappointed with the 63% result. We will have to work harder in the new curriculum to reinforce the importance of choosing the correct pathways.

1.6.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.6.5.3 Description of Changes

We will be making the same changes as described above. Hopefully a new focus will improve the results.

1.6.5.4 Distance Learning: Analysis and Evaluation

Online students had an 80% achievement on this goal. We were very happy with this result.

1.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.6.5.6 Distance Learning: Description of Changes

We seem to be making the connections with these students, and hope that our new focused curriculum will bring us even greater results.

1.7 Measured Outcome

1.7.1 Student Learning Outcomes

Students will research and analyze the costs of obtaining a specific degree at their chosen college, investigate the salaries and benefits of the chosen career, and devise a calendar to evaluate the time needed to complete the pathway to their career.

1.7.2 Learning Activities

Using a template, students will obtain the information required, and then include it in the capstone project. Students will demonstrate understanding of the real costs and benefits involved with the chosen career. Students will also map out a realistic calendar for the completion of their education, and calculate the associated costs for being in school over this period.

1.7.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.7.4 Measure of Success

75% of students will demonstrate success at Empirical and Quantitative Skills by earning at least 70% of the allotted points for this topic. A rubric will be used to measure the thoroughness of their research.

1.7.5 Data Summary

1.7.5.1 Analysis and Evaluation

63% means that we fell short on this goal. We were surprised that students had a hard time here, as this goal is completely about them. Most simply did not complete the assignments.

1.7.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.7.5.3 Description of Changes

Our entire curriculum is being revised, so we hope to see better results.

1.7.5.4 Distance Learning: Analysis and Evaluation

An Amazing 80% succeeded at this goal. We are extremely happy, and hope to bring the face to face classes in line with this number.

1.7.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.7.5.6 Distance Learning: Description of Changes

We hope to keep up this success with the new curriculum.

Program Name: ENGL.1301

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

ENGL 1301, Composition I

1.1 Division-Department

Language Arts - English

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Personal Responsibility

Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will demonstrate knowledge of individual and collaborative writing processes.

1.4.2 Learning Activities

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.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
--	----------------------------

Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills (CM): To include effective development,

Communication Skills	interpretation and expression of ideas through written, oral and visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4.4 Measure of Success

60% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

1.4.5 Data Summary ENGL 1301

SLO: Students will demonstrate knowledge of individual and collaborative writing processes.

Suggested Activity: 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.

Core Objective: CT, CM, PR, TW

Our Benchmark: 60% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

This cycle saw 66.44% of students demonstrated mastery.

1.4.5.1 Analysis and Evaluation ENGL 1301 Analysis

We did observe that the students were not as engaged as they entered this course of study, and there will be a need to implement strategies division-wide to address this.

Some students do not have a perspective of the work submitted for grading. New ways for our students to examine their own works, based upon each professor's guidance, will be discussed with our English 1301 faculty this fall.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes Changes

New ways for our students to examine their own works, based upon each professor's guidance, will be discussed with our English 1301 faculty this fall. Some of the items we will examine are:

1. Rubrics (Showing students how to preview them before writing.)
2. Peer review assignments may need to be revised.

1.4.5.4 Distance Learning: Analysis and Evaluation

We observed that the students were not as engaged as they entered this course of study, and there will be a need to implement strategies division-wide to address this.

Some students do not have a perspective of the work submitted for grading. New ways for our students to examine their own works, based upon each professor's guidance, will be discussed with our English 1301 faculty this fall.

Canvas should provide an improved method of conferencing with our students and communicate these new strategies through the voice email feature and conference feature.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes DL Changes

The new LMS format is providing new strategies for peer review through Turnitin, voiced email, and conferencing capability to accomplish and overcome perceived weaknesses in our students' abilities to self-evaluate and use rubrics before writing. We will address this for our next cycle.

Program Name: ENGL.1302

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

ENGL 1302, Composition II

1.1 Division-Department

Language Arts - English

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Personal Responsibility

Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will Demonstrate knowledge of individual and collaborative writing processes.

1.4.2 Learning Activities

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.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills (CM): To include effective development,

Communication Skills	interpretation and expression of ideas through written, oral and visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4.4 Measure of Success

60% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objective)

1.4.5 Data Summary Data Summary

SLO: Students will demonstrate knowledge of individual and collaborative writing processes.
 Learning Activities: 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.
 Core Objectives: CT, CM, Pr, and TW.
 Benchmark: Yes; CT/CM/PR/TW
 60%/70%

Indicates: 60% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objective)

In this cycle, 76.67% mastered the suggested learning activity. This may be due to the foundation received in English 1301 and may reflect the academic maturation process in these students.

1.4.5.1 Analysis and Evaluation Analysis & Evaluation

More of our faculty are attempting to address the core issues in the English 1302 with the under-performing students. Many ideas are shared with the faculty regarding research topics and the new generation of entering students. This sharing always suggests new approaches to this new and younger student body. By surpassing our benchmark, we shall strive to examine best practices in our next division meeting.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes Changes

With new changes in MLA, and reaching out to students who may suffer from testing in lower grades, we will discuss common knowledge that the student may lack when entering a survey of the literature in English 1302 course. Emphasis on how to write about literature, in light of argumentation essays covered in English 1301, will be discussed in faculty meetings.

1.4.5.4 Distance Learning: Analysis and Evaluation DL Analysis and Evaluation

More of our faculty are attempting to address the core issues in the English 1302 online with the under-performing students. Many ideas are shared with the faculty regarding research topics and the new generation of entering students. We feel that new strategies and tools are now available to us the use through the new LMS This sharing always suggests new approaches to this new and younger student body. The younger students are less engaged than the more mature student body. By surpassing our benchmark (with 76%), we shall strive to examine best practices using Canvas in our next division meeting.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes Changes for DL English 1302

New ways for our students to examine their analysis of literature, based upon each professor's guidance, will be discussed with our English 1302 faculty this fall. Some of the items we will examine are:

1. Use of conferences
2. Rubrics (Showing students how to preview them before writing.)
3. Peer review assignments may need to be revised.

Program Name: ENGL.2311

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

ENGL 2311, Technical and Business Writing

1.1 Division-Department

Language Arts - English

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Personal Responsibility

Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will demonstrate knowledge of individual and collaborative writing processes.

1.4.2 Learning Activities

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.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills (CM): To include effective development,

Communication Skills	interpretation and expression of ideas through written, oral and visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4.4 Measure of Success

60% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objective)

1.4.5 Data Summary Data Summary

In Technical Writing, our benchmark was achieved (100%). This involved the following:
SLO: To understand the importance of cooperative and collaborative discussion leading to a group-generated document.

Activity: Interview a member of their team before beginning a group project. Prepare questions and write down their classmates answers without commenting on their own. Report their team members ideas to the group.

Benchmark:60%/70%

Indicates: 60% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objective)

1.4.5.1 Analysis and Evaluation Analysis and Evaluation

The strategies are working well for the professors teaching this course.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes Changes

We should rotate this course assignment to others in the division. This would provide perspective regarding the benchmark.

1.4.5.4 Distance Learning: Analysis and Evaluation DL Analysis and Evaluation

The strategies are working well for the professors teaching this course.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes Changes

We should rotate this course assignment to others in the division. This would provide perspective regarding the benchmark.

Program Name: ENGL.2322

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

ENGL 2322, British Literature I

1.1 Division-Department

Language Arts - English

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

1.4.2 Learning Activities

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.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking Skills (CT): To include creative thinking, innovation,

Critical Thinking	inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4.4 Measure of Success

60% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

1.4.5 Data Summary Data Summary

English 2322 data reflects these areas:

1. SLO: Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.
- 2, Activity: 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.
3. Benchmark: Indicates: 60% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

In this cycle, our division was successful with an 84.5% result for this area.

1.4.5.1 Analysis and Evaluation Analysis and Evaluation

Strategies are working, yet regarding students that have returned after many years, many earned lower scores on the activity. More attention is needed to help these students reconnect.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.3 Description of Changes Changes

With returning students, we should be more proactive with after class study pods or referrals to the Student Success Center.

1.4.5.4 Distance Learning: Analysis and Evaluation DL Analysis and Evaluation

English 2322 data reflects these areas:

1. SLO: Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.
- 2, Activity: 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.
3. Benchmark: Indicates: 60% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

In this cycle, our division was successful with an 84.5% result for this area.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring,

academic coaches, etc.)

1.4.5.6 Distance Learning: Description of Changes DL Changes

With returning students, we should be more proactive with after class study pods or referrals to the Student Success Center. In online classes, this could and should include online conferencing through our new LMS.

Program Name: ENGL.2323

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

ENGL 2323, British Literature II

1.1 Division-Department

Language Arts - English

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

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

1.4.2 Learning Activities

Students will write a research paper comparing the differing time periods, cultures, and/or literary elements found in which the student will present an argument and provide justification for their observations and where the grading of the essay will be based, at least in part, on the students accuracy and/or depth of presentation.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

LEAPs)

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4.4 Measure of Success

60% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

1.4.5 Data Summary Data Summary

English 2323 data reflects these areas:

1. SLO: Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.
- 2, Activity: 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.
3. Benchmark: Indicates: 60% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

In this cycle, our division was successful with an 82.55% result for this area

1.4.5.1 Analysis and Evaluation Analysis and Evaluation

Strategies are working, yet regarding students that have returned after many years, many earned lower scores on the activity. More attention is needed to help these students reconnect

1.4.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.3 Description of Changes Changes

With returning students, we should be more proactive with after class study pods or referrals to the Student Success Center.

1.4.5.4 Distance Learning: Analysis and Evaluation DL Analysis and Evaluation

English 2323 data reflects these areas:

1. SLO: Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.
- 2, Activity: 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.
3. Benchmark: Indicates: 60% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

In this cycle, our division was successful with an 82.55% result for this area

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.6 Distance Learning: Description of Changes DL Changes

With returning students, we should be more proactive with after class study pods or referrals to the Student Success Center. We should include tutorials for use of the LMS from each professor.

Program Name: ENGL.2327

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

ENGL 2327, American Literature I

1.1 Division-Department

Language Arts - English

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

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

1.4.2 Learning Activities

Students will write a research paper comparing the differing time periods, cultures, and/or literary elements found in which the student will present an argument and provide justification for their observations and where the grading of the essay will be based, at least in part, on the students accuracy and/or depth of presentation.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for** General
Education
Outcomes

LEAPs)

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4.4 Measure of Success

60% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

1.4.5 Data Summary Data Summary

Our data is directed at this SLO and Activity:

1. SLO: 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
2. Activity: Students will write a research paper comparing the differing time periods, cultures, and/or literary elements found in which the student will present an argument and provide justification for their observations and where the grading of the essay will be based, at least in part, on the students accuracy and/or depth of presentation.

Benchmark: Indicates: 60% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

Our division reported a success rate of 86%.

1.4.5.1 Analysis and Evaluation Analysis & Evaluation

American Literature has fewer students with one-half taught in in online setting, and the rest taught in a Studio setting. We feel that these students receive more time with the professor. Some of these students have been in another sophomore class and have fewer problems with research.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes Changes

Possibly, our benchmark needs to be reconsidered.

1.4.5.4 Distance Learning: Analysis and Evaluation DL Analysis and Evaluation

Our data is directed at this SLO and Activity:

1. SLO: 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
2. Activity: Students will write a research paper comparing the differing time periods, cultures, and/or literary elements found in which the student will present an argument and provide justification for their observations and where the grading of the essay will be based, at least in part, on the students accuracy and/or depth of presentation.

Benchmark: Indicates: 60% of enrolled students will (suggested learning activity) and demonstrate at

least 70% mastery in (core objectives)
Our division reported a success rate of 86%.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes DL Changes

Our benchmark needs to be reconsidered.

Program Name: ENGL.2328

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

ENGL 2328, American Literature II

1.1 Division-Department

Language Arts - English

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

1.4.2 Learning Activities

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

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking Skills (CT): To include creative thinking, innovation,

Critical Thinking	inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4.4 Measure of Success

60% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

1.4.5 Data Summary Data Summary

Our English 2328 data is reflective of these parameters:

1. SLO: Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.
2. Activity: 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.
3. Benchmark: 60% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

This cycle, we recorded a 90.25 % success.

1.4.5.1 Analysis and Evaluation Analysis & Evaluation

American Literature has fewer students with one-half taught in in online setting, and the rest taught in a Studio setting. We feel that these students receive more time with the professor.

Some of these students have been in another sophomore class and have fewer problems with research.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes Changes

Possibly, our benchmark needs to be reconsidered. We will discuss this at our fall meeting.

1.4.5.4 Distance Learning: Analysis and Evaluation DL Analysis and Evaluation

Our English 2328 data is reflective of these parameters:

1. SLO: Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.
2. Activity: 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.
3. Benchmark: 60% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

This cycle, we recorded a 90.25 % success.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes DL Changes

Possibly, our benchmark needs to be reconsidered. We will discuss this at our fall meeting.

Program Name: ENGL.2332

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

ENGL 2332, World Literature I

1.1 Division-Department

Language Arts - English

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

- Critical Thinking Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
- Social Responsibility Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- Personal Responsibility Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

1.4.2 Learning Activities

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

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Critical Thinking Skills (CT): To include creative thinking, innovation,

Critical Thinking	inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4.4 Measure of Success

60% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

1.4.5 Data Summary Data Summary

English 2332 data reflects these areas:

1. SLO: Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.
2. Activity: 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.
3. Benchmark: Indicates: 60% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

In this cycle, our division was successful with an 89.2% result for this area.

1.4.5.1 Analysis and Evaluation Analysis & Evaluation

Strategies are working, yet regarding students that have returned after many years, many earned lower scores on the activity. More attention is needed to help these students reconnect. A few of the students have not had English 1302 which would have given the students more strategies and experience with a literary analysis.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.3 Description of Changes Changes

More out of class learning pods or tutoring should be considered for struggling students.

1.4.5.4 Distance Learning: Analysis and Evaluation DL Analysis and Evaluation

Strategies are working, yet regarding students that have returned after many years, many earned lower scores on the activity. More attention is needed to help these students reconnect. A few of the students have not had English 1302 which would have given the students more strategies and experience with a literary analysis.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.6 Distance Learning: Description of Changes DL Changes

More out of class learning pods or tutoring should be considered for struggling students. The LMS

conference would work with these students.

Program Name: ENGL.2333

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

ENGL 2333, World Literature II

1.1 Division-Department

Language Arts - English

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

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

1.4.2 Learning Activities

Students will write a research paper comparing the differing time periods, cultures, and/or literary elements found in which the student will present an argument and provide justification for their observations and where the grading of the essay will be based, at least in part, on the students accuracy and/or depth of presentation.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for** General
Education
Outcomes

LEAPs)

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4.4 Measure of Success

60% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

1.4.5 Data Summary Data Summary

English 2333 data reflects these areas:

1. SLO: Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.
2. Activity: 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.
3. Benchmark: Indicates: 60% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

In this cycle, our division was successful with an 87.32% result for this area.

1.4.5.1 Analysis and Evaluation Analysis & Evaluation

Strategies are working, yet regarding students that have returned after many years, many earned lower scores on the activity. More attention is needed to help these students reconnect. A few of the students have not had English 1302 which would have given the students more strategies and experience with a literary analysis.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.3 Description of Changes Changes

More out of class learning pods or tutoring should be considered for struggling students.

1.4.5.4 Distance Learning: Analysis and Evaluation DL Analysis and Evaluation

Strategies are working, yet regarding students that have returned after many years, many earned lower scores on the activity. More attention is needed to help these students reconnect. A few of the students have not had English 1302 which would have given the students more strategies and experience with a literary analysis.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.6 Distance Learning: Description of Changes DL Changes

More out of class learning pods or tutoring should be considered for struggling students. The LMS conference would work with these students.

Program Name: GOVT.2305

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

GOVT 2305, Federal Government

1.1 Division-Department

Social Sciences - Government

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Explain the origin and development of constitutional democracy in the United States.

1.4.2 Learning Activities

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 and needs as they relate to U.S. 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.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4.4 Measure of Success

60% of students will demonstrate an acceptable or exemplary rating rubric for spelling, attendance, etc. for each measured general education goal.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

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 - 92% met or exceeded

Critical Thinking - 92% met or exceeded

Personal responsibility - 83% met or exceeded

Social responsibility- 81% met or exceeded

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

New textbooks will be used beginning in the fall semester. Rubric will be reassessed during the first semester.

1.4.5.4 Distance Learning: Analysis and Evaluation

Students enrolled in GOVT 2305 were successful in their learning and application of critical thinking, communication, personal responsibility, and social responsibility for distance courses.

Communication - 82% met or exceeded

Critical Thinking - 82% met or exceeded

Personal responsibility - 85% met or exceeded

Social responsibility- 85% met or exceeded

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

New textbooks will be used beginning in the fall semester. Rubric will be reassessed during the first semester.

Program Name: GOVT.2306

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

GOVT 2306, Texas Government

1.1 Division-Department

Social Sciences - Government

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Explain the origin and development of Texas Constitution

1.4.2 Learning Activities

Students will use new academic knowledge to apply fundamental principles of constitutional democracy in the Texas to current real world settings. Students will contribute their opinions and concerns about community, state, or national issues and needs as they relate to Texas 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.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4.4 Measure of Success

60% of students will demonstrate an acceptable or exemplary rating based upon a rubric for each measured general education goal.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

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 - 82% met or exceeded

Critical Thinking - 74% met or exceeded

Personal responsibility - 74% met or exceeded

Social responsibility- 74% met or exceeded

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

New textbooks will be used beginning in the Fall. The rubric will be reexamined to determine if changes should be made.

1.4.5.4 Distance Learning: Analysis and Evaluation

Students enrolled in GOVT 2306 were successful in their learning and application of critical thinking, communication, personal responsibility, and social responsibility for internet courses.

Communication - 82% met or exceeded

Critical Thinking - 82% met or exceeded

Personal responsibility - 78% met or exceeded

Social responsibility- 66% met or exceeded

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

New textbooks will be used beginning in the fall. Rubric will be reexamined to determine if changes should be made.

Program Name: HIST.1301

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

HIST 1301, United States History I

1.1 Division-Department

Social Sciences - History

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will demonstrate effective written communication skills.

1.4.2 Learning Activities

Each student will write either a book or an article review that will be graded not only on content but also on proper grammar usage.

Each written critique will reflect the ability to analyze the authors purpose in writing, fulfillment of that purpose. Students will required to indicate the ideological bias of the author of the secondary work in his or her conclusions.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking Skills (CT): To include creative thinking, innovation,

Critical Thinking	inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4.4 Measure of Success

60% of students will achieve a score of 50 or over from a rubric

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

Students enrolled in HIST 1301 were somewhat successful in their learning and application of critical thinking, communication, personal responsibility, and social responsibility for face-to-face courses.

Communication - 75% met or exceeded

Critical Thinking - 76% met or exceeded

Personal responsibility - 69% met or exceeded

Social responsibility- 49% met or exceeded

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

Reexamine the rubric at the beginning of the year and determine what should be changed as to SR.

1.4.5.4 Distance Learning: Analysis and Evaluation

Students enrolled in GOVT 2305 were successful in their learning and application of critical thinking, communication, personal responsibility, and social responsibility for internet courses.

Communication - 86% met or exceeded

Critical Thinking - 75% met or exceeded

Personal responsibility - 75% met or exceeded

Social responsibility- 72% met or exceeded

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.6 Distance Learning: Description of Changes

Reexamine rubric and determine what is being done differently with distance education that allows the students to do better on PR and SR.

Program Name: HIST.1302

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

HIST 1302, United States History II

1.1 Division-Department

Social Sciences - History

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will demonstrate effective written communication skills

1.4.2 Learning Activities

Each student will write either a book or an article review that will be graded not only on content but also on proper grammar usage.

Each written critique will reflect the ability to analyze the authors purpose in writing, fulfillment of that purpose.

Students will required to indicate the ideological bias of the author of the secondary work in his or her conclusions

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4.4 Measure of Success

60% of students assessed with achieve a score of 50 or greater on the rubric

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

Students enrolled in HIST 1302 were successful in their learning and application of critical thinking, communication, personal responsibility, and social responsibility for face-to-face courses.

Communication - 84% met or exceeded

Critical Thinking - 79% met or exceeded

Personal responsibility - 79% met or exceeded

Social responsibility- 77% met or exceeded

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

Reexamine the rubric and determine if changes should be made to it before reporting in the Fall.

1.4.5.4 Distance Learning: Analysis and Evaluation

Students enrolled in HIST 1302 were successful in their learning and application of critical thinking, communication, personal responsibility, and social responsibility for internet courses.

Communication - 69% met or exceeded

Critical Thinking - 67% met or exceeded

Personal responsibility - 72% met or exceeded

Social responsibility- 69% met or exceeded

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.6 Distance Learning: Description of Changes

Reexamine the rubric to determine if changes should be made to it before data is submitted in the Fall.

Program Name: HIST.2301

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

HIST 2301, Texas History

1.1 Division-Department

Social Sciences - History

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will demonstrate effective written communication skills

1.4.2 Learning Activities

Each student will write either a book or an article review that will be graded not only on content but also on proper grammar usage.

Each written critique will reflect the ability to analyze the authors purpose in writing, fulfillment of that purpose.

Students will required to indicate the ideological bias of the author of the secondary work in his or her conclusions

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4.4 Measure of Success

60% of students assessed with achieve a score of 50 or greater on the rubric

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

No data was gathered for this class.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

No data was received for this class.

1.4.5.4 Distance Learning: Analysis and Evaluation

No data was received for this class.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

No data was received for this class.

Program Name: HRPO.2301

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course HRPO 2301

HRPO 2301, Human Resource Management

1.1 Division-Department Business and Computer Science - Management

Business and Computer Science - Management

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Communication Skills Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome Training Program/Plan

Develop a training program for the job of an airline reservation clerk for a major airline.

1.4.1 Student Learning Outcomes

Develop a training program for the job of airline reservation clerk for a major airline.

1.4.2 Learning Activities

Develop the outline of a training program for new airline reservation clerks, being specific on what you want to teach the new clerks including the methods and aids to use for training them and topics to be covered in a three day training schedule.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Communication Skills Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

75% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary Human Resource Management Training Plan

In the Human Resource Management lecture class, 7 students completed the airline training plan, which covers an extensive three day training schedule for the new employees hired as airline reservation clerks and the student had to set up the training, including training methods and topics to discuss and hands-on training on the software system. 7 of the 7 students met the objective by making a score of 70% or better. The overall class objective was met because 100% of the students met the learning outcome. At TDCJ, 55 students out of 63 met the objective by making a score of 70% or better, meaning 87% met the learning outcome.

1.4.5.1 Analysis and Evaluation

This assignment was implemented in small groups to utilize the diversity in the classrooms and the varied work experiences to design the three day training plan for the new hires in the airline reservation department.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

Provide an example of the format expected on the document camera for this training plan activity.

1.4.5.4 Distance Learning: Analysis and Evaluation HRPO 2301 online class

In the online section of the HRPO 2301 course, 20 students out of 24 completed the training plan, meaning 83% met the learning outcome. A grading rubric was used to assess the training plan to make sure specific criteria were met on this project.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.6 Distance Learning: Description of Changes HRPO 2301 online class

Make the online students aware of the grading rubric and how the specific criteria is listed to aid them in preparing the airline training plan.

Program Name: HUMA.1301

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

HUMA 1301, Introduction to Humanities

1.1 Division-Department

Language Arts - Humanities

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

1. Students will gain understanding of the ways in which the Humanities engage, express, and inform diverse human experiences, situated within distinctive social, cultural, and historical settings, through the analysis and interpretation of works of art, religion, philosophy, and literature, selected from a variety of world cultures and apply multiple theoretical, critical, and analytical perspectives to the study of history, the arts, and the humanities, in order to interpret and appreciate the humanistic traditions of diverse cultures and peoples.

1.4.2 Learning Activities

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 implemented to assess each students ability to communicate their comprehension of this concept. The essay question will be graded on a rubric based on a 4.0 scale. Expected results for this baseline use of the outcome are an average of 3.0 for Comprehension/Critical Thinking and 3.0 for Written Communication Skills.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4.4 Measure of Success

Indicates: 95% of enrolled students who attempted the suggested learning activity demonstrated at least 75% mastery of the specified assignment; 81% of enrolled students whether or not they attempted the assignment demonstrated mastery.

1.4.5 Data Summary Data Summary

SLO 1:1. Students will gain understanding of the ways in which the Humanities engage, express, and inform diverse human experiences, situated within distinctive social, cultural, and historical settings, through the analysis and interpretation of works of art, religion, philosophy, and literature, selected from a variety of world cultures and apply multiple theoretical, critical, and analytical perspectives to the study of history, the arts, and the humanities, in order to interpret and appreciate the humanistic traditions of diverse cultures and peoples.

Activity: 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 implemented to assess each students ability to communicate their comprehension of this concept. The essay question will be graded on a rubric based on a 4.0 scale. Expected results for this baseline use of the outcome are an average of 3.0 for Comprehension/Critical Thinking and 3.0 for Written Communication Skills.

Benchmark: 94%/43%

Indicates: 95% of enrolled students who attempted the suggested learning activity demonstrated at least 75% mastery of the specified assignment; 81% of enrolled students whether or not they attempted the assignment demonstrated mastery.

This cycle: Only 68% achieved mastery.

1.4.5.1 Analysis and Evaluation Analysis & Evaluation

A change will need to take place with either the benchmark or the SLO. This will be discussed at our fall meeting.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes Changes

We will visit the SLO, benchmark, and activity in our fall meeting. A possible change will need to take place.

1.4.5.4 Distance Learning: Analysis and Evaluation DL Analysis and Evaluation

A change will need to take place with either the benchmark or the SLO. This will be discussed at our fall meeting.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.6 Distance Learning: Description of Changes DL Changes

We will visit the SLO, benchmark, and activity in our fall meeting. A possible change will need to take place.

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

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.

1.5.2 Learning Activities

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. Essay will be the primary method for this assessment.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.5.4 Measure of Success

Yes; see above data. The submission of the assignment reflects the PR by the students and the reaction to the topic involves SR as well.

1.5.5 Data Summary Data Summary

SLO: 2. Students will communicate an understanding of the major concept of darkness and light in relation to learning and the arts and provide concrete examples of this concept. The terms "light" and "darkness" serve as representative of key ideas and movements of the eras covered in the course. Activity: 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. The essay will be the primary method for this assessment.

Benchmark: 94%/43%

Indicates: 95% of enrolled students who attempted the suggested learning activity demonstrated at

least 75% mastery of the specified assignment; 81% of enrolled students whether or not they attempted the assignment demonstrated mastery.

This cycle, we fell short of this benchmark with only 68% achieving mastery.

1.5.5.1 Analysis and Evaluation Analysis & Evaluation

A change will need to take place with either the benchmark or the SLO. This will be discussed at our fall meeting.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.3 Description of Changes Changes

We will visit the SLO, benchmark, and activity in our fall meeting. A possible change will need to take place.

1.5.5.4 Distance Learning: Analysis and Evaluation DL Analysis and Evaluation

A change will need to take place with either the benchmark or the SLO. This will be discussed at our fall meeting.

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.6 Distance Learning: Description of Changes DL Changes

We will visit the SLO, benchmark, and activity in our fall meeting. A possible change will need to take place.

Program Name: IMED.1316

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

IMED 1316, Web Design I

1.1 Division-Department

Business and Computer Science - Computer Science

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

- Critical Thinking Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
- Technology Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating
- Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Produce a written proposal that documents a website project purpose, goals, target audience, media, and content that achieves the goal efficiently and effectively.

1.4.2 Learning Activities

Create a web project topic.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

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

Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

70% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

This was not a face to face class and was an internet class.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.3 Description of Changes

This was an internet class only and not a face to face class.

1.4.5.4 Distance Learning: Analysis and Evaluation

One hundred per cent of the class that was evaluated scored above the mark high enough to meet the objective assessment.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.6 Distance Learning: Description of Changes

Those students that remained in the class scored high on the assessment of the objective, at the same time a number of the students in the class dropped. Will work on the areas needed to help retain students in the class.

Program Name: INRW.0310

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

INRW.0310, Integrated Reading & Writing I

1.1 Division-Department

College Readiness

1.2 Course Type

Academic General Education Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

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

1.4.2 Learning Activities

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.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

1.4.4 Measure of Success

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.

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

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

68% of our students completed this goal, not at the standard, but very close.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

We are hoping that changes made to the curriculum will boost success in this area. We will also be redefining our goals to meet the same measurements as credit English.

1.4.5.4 Distance Learning: Analysis and Evaluation

Only 50% of the students met this goal online. Our instructor was very disappointed by her students lack of engagement.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.6 Distance Learning: Description of Changes

We are hoping that getting students more engaged will increase these measures. Making them aware of the student supports available may be key to getting them to take more responsibility for their work.

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

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

1.5.2 Learning Activities

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.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

1.5.4 Measure of Success

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.

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

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

78% of students succeeded in this goal, easily met.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.3 Description of Changes

We will be making our new goals align with those in the English department. This will give us more complete data, and make it easier to compare the students' success.

1.5.5.4 Distance Learning: Analysis and Evaluation

50% success rate online. Not quite to our goal, but getting there! We hope that an increased awareness of time management and other skills will get better results.

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alter classroom engagement strategy (team project, contests, technology use, etc.)

1.5.5.6 Distance Learning: Description of Changes

Making students more aware of their activities and responsibilities should help with this goal.

1.6 Measured Outcome

1.6.1 Student Learning Outcomes

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

1.6.2 Learning Activities

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

1.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
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1.6.4 Measure of Success

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

1.6.5 Data Summary

1.6.5.1 Analysis and Evaluation

77% of our students met this goal. An excellent number, but far short of where we should be on this basic skill.

1.6.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.6.5.3 Description of Changes

We think that by increasing our expectations on this goal, faculty will place more emphasis on it's importance.

1.6.5.4 Distance Learning: Analysis and Evaluation

Again 50% here, with the same reasoning. Students in this online class were not engaged, and did not turn in assignments.

1.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alter classroom engagement strategy (team project, contests, technology use, etc.)

1.6.5.6 Distance Learning: Description of Changes

We hope that increasing students awareness of the help and reinforcing our commitment to their success will help us bring these numbers up.

1.7 Measured Outcome

1.7.1 Student Learning Outcomes

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.

1.7.2 Learning Activities

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.

1.7.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
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1.7.4 Measure of Success

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)

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?

1.7.5 Data Summary

This goal was actually deleted by the faculty, so no measurements were available. It was inadvertently copied, and will be removed for future reports.

1.7.5.1 Analysis and Evaluation

No results

1.7.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.7.5.3 Description of Changes

This goal has been deleted.

1.7.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.7.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.7.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: INRW.0320

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

INRW.0320, Integrated Reading & Writing II

1.1 Division-Department

College Readiness

1.2 Course Type

Academic General Education Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

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

1.4.2 Learning Activities

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.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

1.4.4 Measure of Success

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

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

Students easily met the goal on this important topic. 75% of them succeeded.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

Raising the benchmark will continue to demonstrate the importance of this skill for our reading students.

1.4.5.4 Distance Learning: Analysis and Evaluation

While not as impressive as the results for face to face, 67% of the students reached this goal.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes

Even though we did not meet the goal, raising the benchmark will put more emphasis on the skill, and we hope that will translate to better results.

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

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

1.5.2 Learning Activities

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.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and

visual communication

1.5.4 Measure of Success

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

1.5.5 Data Summary**1.5.5.1 Analysis and Evaluation**

Students were very well prepared for this task. 80% of them reached the goal. We will continue to use this goal, and count our efforts as successful.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.5.5.3 Description of Changes

Because of our high success rate, we think that we can use outside resources and supports to try to reach those who are not being successful. We clearly see that this is an attainable goal, so we are hoping that this will catch that other 20%.

1.5.5.4 Distance Learning: Analysis and Evaluation

74% of the students were successful at this task. We reached our goal, and this was the first online class that had similar results to the face to face courses.

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.5.5.6 Distance Learning: Description of Changes

Making a student feel supported in an online class is more difficult, but we think that this effort will be rewarded with even better results. There are many ways in which we can accomplish this, especially in our new Canvas system. A more uniform approach will also be emphasized.

1.6 Measured Outcome**1.6.1 Student Learning Outcomes**

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

1.6.2 Learning Activities

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

1.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
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1.6.4 Measure of Success

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

1.6.5 Data Summary

1.6.5.1 Analysis and Evaluation

This goal was met by our students-77%. We will be changing to emphasize different criteria in the next year.

1.6.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.6.5.3 Description of Changes

Faculty would like to focus more on writing skills, so this goal will be changed in the next year.

1.6.5.4 Distance Learning: Analysis and Evaluation

68% of the online students succeeded at this goal. Again, it is going to be replaced with a more writing oriented goal.

1.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.6.5.6 Distance Learning: Description of Changes

Replacement with a more writing oriented goal is planned for next year.

1.7 Measured Outcome

1.7.1 Student Learning Outcomes

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.

1.7.2 Learning Activities

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.

1.7.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

1.7.4 Measure of Success

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)

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?

1.7.5 Data Summary

1.7.5.1 Analysis and Evaluation

This goal had been deleted, and was copied in error.

1.7.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.7.5.3 Description of Changes

deleted goal.

1.7.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.7.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.7.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: LGLA.1307

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

LGLA 1307, Law and the Legal Profession

1.1 Division-Department

Business and Computer Science Division - LGLA Department

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The student will be able to identify, define, recognize the following elements of Law and the Legal Profession.

1.4.2 Learning Activities

Recognize and describe what a paralegal is and recognize attributes to a professional paralegal;

Recognize and describe the major tasks that paralegals perform.

Recognize and describe the kinds of activities that paralegals are and are not legally permitted to perform.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

60 percent of the evaluated students will demonstrate an ability of 70% mastery of the objective

1.4.5 Data Summary

One hundred per cent of the students accessed scored above the level of competency to have successfully completed the objective.

1.4.5.1 Analysis and Evaluation

This was not a face to face class.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.3 Description of Changes

This was not a face to face class

1.4.5.4 Distance Learning: Analysis and Evaluation

One hundred per cent (100%) of the students evaluated on this objective successfully completed the objective.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.6 Distance Learning: Description of Changes

The few students who withdrew from the class could have been directed to additional means of learning the material.

Program Name: LGLA.1345

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

LGLA 1345, Civil Litigation - LGLA Department

1.1 Division-Department

Business and Computer Science

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The student will be able to identify, define, recognize the following elements in Civil Litigation.

1.4.2 Learning Activities

Differentiate, recognize, identify between civil and criminal procedure; Recognize or identify the different types of civil litigation cases; Differentiate between primary and secondary sources of law; List alternatives to litigation; distinguish exclusive jurisdiction from concurrent jurisdiction.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

60 percent of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary

Ninety per cent of the students in this class successfully completed the level of competency for this

objective.

1.4.5.1 Analysis and Evaluation

This was not a face to face class.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.3 Description of Changes

This was not a face to face class.

1.4.5.4 Distance Learning: Analysis and Evaluation

Ninety per cent of the students in this class successfully completed the level of competency for this objective.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.6 Distance Learning: Description of Changes

For the very few students who were not able to complete this class, tutoring, additional study techniques and additional materials can be recommended for study for this class. .

Program Name: LGLA.2313

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

LGLA 2313, Criminal Law and Procedure

1.1 Division-Department

Business and Computer Science Division - LGLA Department

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The student will be able to identify, define, recognize the following elements in Criminal Law and Procedure

1.4.2 Learning Activities

Identify or describe the sources of American criminal law; Recognize or describe six factors that constitute the basic elements of a crime.

Identify or describe the three circumstances under Texas law when an individual is criminally responsible for another persons conduct

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

60 percent of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary

One hundred per cent (100%) of the students who were assessed successfully completed the mastering of the objective.

1.4.5.1 Analysis and Evaluation

This was not a face to face class.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.3 Description of Changes

This was not a face to face class.

1.4.5.4 Distance Learning: Analysis and Evaluation

One hundred per cent (100%) of the students who were assessed successfully completed the mastering of the objective.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.6 Distance Learning: Description of Changes

No changes at this time are recommended as all of the students who registered for this class completed it with successful completion of the objective.

Program Name: MATH.1314

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

MATH 1314, College Algebra

1.1 Division-Department

Science and Mathematics - Math

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Recognize and apply polynomial, rational, radical, exponential and logarithmic functions and solve related equations.

1.4.2 Learning Activities

Homework requiring written solutions of polynomial, rational, radical, exponential and logarithmic equations will be assigned and graded upon each students written step-by-step justification for his/her solution, upon the logic of their written work, and upon the mechanics of a correct solution, the organization apparent in their solution, and the connection of their written work to the lesson at hand. Each principle will be applied to many slightly new situations. Students will need to choose among several approaches and to relate new material to older established mathematical methods. Solving problems on quizzes and tests will also be used to teach this outcome and will require the same format for problems.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking Skills (CT): To include creative thinking, innovation,

Critical Thinking	inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4.4 Measure of Success

(Change is we used radical and quadratic equations in FY16. Will use rational, radical, exponential, & logarithmic equations in FY17.)

Y CT: 70%/70%

Y CM: 70%/70%

Y EQ: 70%/70%

1.4.5 Data Summary

840 students (177 internet and 663 face-to-face) were assessed, representing all 3 main campuses where College Algebra is offered and 10 of 11 high school campuses where College Algebra is offered and 3 prison units where College Algebra was offered both by ITV and face-to-face. Percents successful of those students assessed, by Core Objective were:

COM: 77.4% all, 76.8% internet, 77.5% face-to-face

CT: 73.8% all, 76% internet, 73% face-to-face

EQR: 74.5% all, 87.6% internet, 71% face-to-face

However, the percent of students enrolled who were not available for assessment (probably indicative of a similar drop out rate) was 18.8% for all, 25.9% for internet, and 16.7% for face-to-face.

1.4.5.1 Analysis and Evaluation

Math 1314 met the goals for percentages of successful students out of all assessed students in all Core Objectives.

The mathematics department is not comfortable with such a high rate of students who were not available for assessment.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

The mathematics department could either raise the benchmark or raise the goal percent for successful students.

1.4.5.4 Distance Learning: Analysis and Evaluation

Math 1314 internet sections met the goal in each Core Objective. These sections had higher success rates than face-to-face sections. However, they also had significantly higher rates of students being not available for assessment (25.9% for internet but 16.7% for face-to-face).

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes

Raising the benchmark or raising the goal percentage for successful students would allow the mathematics department to continue to evaluate this important student learning outcome.

Program Name: MATH.1324

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

MATH 1324, Mathematics for Business and Social Sciences

1.1 Division-Department

Science and Mathematics - Math

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General	General
Education (Use	Education
for LEAPs)	Outcomes

Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Apply basic matrix operations, including linear programming methods, to solve application problems.

1.4.2 Learning Activities

Homework requiring written matrix solutions of the linear programming problem will be assigned and graded upon each students written step-by-step justification (choices of pivots and row operations) for his/her solution, upon the organization apparent in their solution, and the connection of their written work to the lesson at hand. The principles will be applied to several different situations including modeling of written problems and then solving with matrices. Logical choices of pivots and row operations, readable mechanics, correct numerical calculations, and accurate interpretation of results will be required. Solving problems on quizzes and tests will also be used to teach this topic and the same format for problems will be required.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General	General
Education (Use	Education
for LEAPs)	Outcomes

Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4.4 Measure of Success

Y CT: 75%/70% goal

Y CM: 75%/70% goal

Y EQ: 75%/70% goal

1.4.5 Data Summary

102 students (33 of which were online) representing the three main campuses which offer Math 1324 were assessed. The success rates by Core Objective were:

COM: 55.9% all, 33.3% online, 66.7% face-to-face

CT: 58% all, 58% online, 58% face-to-face

EQR: 54.9% all, 54.5% online, 55.1% face-to-face

Rates of students who were not available for assessment were 33.8% overall, 50.7% online, and 20.7% face-to-face.

1.4.5.1 Analysis and Evaluation

No goals were met. The possible drop out rate for online students (as indicated by the high percentages who were not there for the assessment) was very high at over half of online students.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

Math 1324 students had been meeting the goals for this learning outcome (linear programming with Simplex Method) with a lower benchmark, though they dislike the topic. The topic is the entire reason for the separate Business Algebra course. College Algebra would give a stronger preparation for business students if they only needed to be prepared for Business Calculus, but Math 1324 is the only course that teaches them Simplex Method, and this does need to be assessed. A benchmark of 70% with a goal of 60% of assessed students successful would continue to assess an important student learning outcome and offer a stronger possibility for success. Of course, peer tutoring and working with the CSC will be important also.

1.4.5.4 Distance Learning: Analysis and Evaluation

Distance learning students did not fare well at all on this learning outcome. 50.7% weren't even assessed for it, and it's in the middle of the course. Probably they were assessed at the end of the course and had dropped out by then. Online students do drop out at higher rates when they are stressed than face-to-face students.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes

Lowering the benchmark would allow online instructors to believe that success is more possible for their online students. They could also look at a different textbook for online sections (but one that does cover all the learning outcomes for the course - including Simplex Method).

Program Name: MATH.1325

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

MATH 1325, Calculus for Business and Social Sciences

1.1 Division-Department

Science and Mathematics - Math

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General	General
Education (Use	Education
for LEAPs)	Outcomes

Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Determine appropriate technique(s) of integration.

1.4.2 Learning Activities

Students will be assigned homework requiring them to solve indefinite integrals in order to use marginal cost, marginal revenue, and marginal profit functions to find total cost, revenue, and profit functions. They will apply definite integrals to find total income, present value and future value of continuous income streams and to find consumers surplus and/or producers surplus from demand and supply functions. Homework will include written solutions with step-by-step justification for the solutions. It will also be graded based upon the logic of the written work and upon the mechanics of a correct solution, the organization apparent in the solutions, and connection of the written work to the lesson at hand. Each application will be used in several slightly different situations. Students will need to choose among several formulas and methods and to relate new material to older established mathematical methods. Solving problems on quizzes and tests will also require the same format for problems.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General	General
Education (Use	Education
for LEAPs)	Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4.4 Measure of Success

Y CT: 60%/60%

Y CM: 60%/60%

Y EQ: 60%/60%

1.4.5 Data Summary

33 students from 3 sections (1 internet) of Math 1325, representing the 3 campuses which offer the course, were assessed. Success rates of those assessed by Core Objectives were:

COM: 91% all, 100% internet, 86% face-to-face

CT: 91% all, 91% internet, 91% face-to-face

EQR: 94% all, 100% internet, 91% face-to-face

The rates at which students were unavailable for assessment (and may have quit the course before they got to this late-in-the-course topic) were 31.3% for all students, 38.9% for internet students, and 26.7% for face-to-face students.

1.4.5.1 Analysis and Evaluation

Students who were assessed were successful at the relatively low benchmark of 60%. Too many students were not available for assessment.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

The math department will raise the benchmark to 65%. They lowered it this year because of dismal results on this difficult topic last year, but 60% was too low.

1.4.5.4 Distance Learning: Analysis and Evaluation

Online students who persevered and were assessed did even better than face-to-face students on this learning outcome.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes

Instructors need to require a higher benchmark for successfully mastering this learning outcome. 65% for success is still moderately low, but is between the benchmark (70%) where few sections were successful and this year's benchmark at 60%.

Program Name: MATH.1332

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

MATH 1332, Contemporary Mathematics

1.1 Division-Department

Science and Mathematics - Math

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will be able to solve problems in mathematics of finance.

1.4.2 Learning Activities

Written homework assignments will require students to be able to use formulas to calculate math of finance quantities, such as simple interest, amount owed on a loan, etc. Students will need to be able to select the correct formula and method to solve problems and clearly communicate their work and their results.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills (EQS): To include the manipulation

Empirical and Quantitative Skills

and analysis of numerical data or observable facts resulting in informed conclusions

1.4.4 Measure of Success

Benchmark: 65%

Goal: 65% achieve benchmark.

1.4.5 Data Summary

133 students (70 internet, 34 TDCJ - 19 via ITV, and 29 on campus face-to-face) representing 2 of the 3 main campuses and 3 TDCJ units, were assessed for this learning outcome. Resultant success rates by Core Objective were:

COM: 67% overall, 60% internet, 85% TDCJ, 62% on campus face-to-face

CT: 71% overall, 60% internet, 82% TDCJ, 83% on campus face-to-face

EQR: 69% overall, 60% internet, 79% TDCJ, 79% on campus face-to-face

The rate at which students were not available for assessment was 9.5% overall.

1.4.5.1 Analysis and Evaluation

The goal was slightly exceeded by an overall look at all students assessed. Areas of concern would be the success rates of internet students in all Core Objectives and the communication success rate for on campus face-to-face students.

The rates at which enrolled students were not available for assessment were relatively low compared to other mathematics classes. This rate was much higher for on campus face-to-face students, at 17% compared to 7-9% for other enrolled students in this class.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

An increase in the benchmark for individual student success or an increase in the goal for a percent of students who reach the benchmark for success would be appropriate. The fact that many more students should be choosing Math 1332 beginning in Fall 2017 if they follow the Pathway Guidelines, may make next year's data completely different.

1.4.5.4 Distance Learning: Analysis and Evaluation

Lower internet success rates that did not meet the goal contrasted with lower rates of students not available for assessment send opposite signals. Internet Math 1332 students may have dropped out at lower rates, while they also succeeded at lower rates. This may indicate that internet students expected to succeed but then did not.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.6 Distance Learning: Description of Changes

Many internet students may believe that instructional support services, peer tutoring, and group work are not available to them, but in many cases students have chosen internet sections for reasons other than necessity and might be able to avail themselves of these avenues of support. Also, the new Canvas platform for internet courses may allow better interaction between students and faculty and students and their fellow students.

Program Name: MATH.1342

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

MATH 1342, Statistics

1.1 Division-Department

Science and Mathematics - Math

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Compute and interpret empirical and theoretical probabilities using the rules of probabilities and combinatorics.

1.4.2 Learning Activities

Homework requiring written solutions of problems computing and interpreting probabilities will be required and students will submit their work for evaluation based on their step-by-step justification for their solutions, upon the logic of their written work, and upon the mechanics of correct solution, the organization apparent in their solutions, and the connection of their written work to the lesson at hand. Each principle will be applied to several different situations. Students will need to choose among several formulas and to relate the new probability formulas to older established mathematical methods. This learning activity requires student to use quantitative measures to make informed decision regarding significance of data. Problem solutions of quizzes and tests will require the same format and thus are also part of the learning activities for this learning outcome.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4.4 Measure of Success

Y CT: 60%/60%
Y CM: 60%/60%
Y EQ: 60%/60%

1.4.5 Data Summary

366 students (158 internet students and 208 face-to-face students), representing all 3 main campuses and 7 of 8 high school campuses which offer Math 1342, were assessed for this learning outcome. Success rate of assessed students, by Core Objectives, were:

COM: 88% overall, 85% internet, 90% face-to-face

CT: 84% overall, 85% internet, 83% face-to-face

EQR: 82% overall, 85% internet, 79% face-to-face

The rates at which enrolled students were not available for assessment (probably related to the drop out rates for classes since they were assessed on the Final Exam) were 11% overall, 18% for internet, and 5% for face-to-face sections.

1.4.5.1 Analysis and Evaluation

All goals were met and the rate of non-assessed students was low in comparison with other math classes.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

The benchmark and the goal percent for assessed students were both modest. Both should probably be raised to 70% as this course becomes increasingly important in Pathways.

1.4.5.4 Distance Learning: Analysis and Evaluation

Internet students exceeded the goals in all Core Objectives.

The rate at which students were unavailable for assessment (probably related to the drop out rate) were much higher for internet students.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes

The goal percent for students who successfully meet the benchmark for success and the benchmark itself should be raised to 70%. This would bring Math 1342 more in line with other Core Mathematics courses.

Program Name: MATH.2312

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

MATH 2312, Pre-Calculus

1.1 Division-Department

Science and Mathematics - Math

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Solve right and oblique triangles.

1.4.2 Learning Activities

Homework requiring written solutions of right triangles and later oblique triangles will be assigned and graded upon each students written step-by-step justification for his/her solution, upon the logic of their written work, and upon the mechanics of a correct solution, the organization apparent in their solution, and the connection of their written work to the lesson at hand. Each solution method (Law of Sines and/or Law of Cosines or other trigonometric methods or algebraic methods) will be applied to several different situations. Students will need to choose among several approaches and to relate new material to older established mathematical methods. Solving problems on quizzes and tests will also require the same format for problems.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4.4 Measure of Success

Y CT: 70% / 70%(tests)

Y CM: 70%/ 70%(tests)

Y EQ: 70% / 70%(tests)

1.4.5 Data Summary

147 students (27 internet and 120 face-to-face) from 9 of 10 sections offered, representing all 3 main campuses and 4 of 5 high school campuses that offer Math 2312, were assessed for this learning outcome. Success rates of assessed students in each Core Objective were:

COM: 71% overall, 70% internet, 71% face-to-face

CT: 72% overall, 78% internet, 71% face-to-face

EQR: 73% overall, 85% internet, 71% face-to-face

The rates at which enrolled students were unavailable for assessment were 15% overall, 37% for internet students, 8% for face-to-face students.

1.4.5.1 Analysis and Evaluation

All goals were met or exceeded.

However, the rates at which enrolled students were unavailable for assessment varied considerably (8% for face-to-face students versus 37% for internet students). This may indicate that marginal internet students gave up at a higher rate than face-to-face students.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

Raising the benchmark for success slightly or raising the goal for a higher percent of successful students is indicated.

1.4.5.4 Distance Learning: Analysis and Evaluation

Internet students met or exceeded goals in all Core objectives, but they had significantly higher percentages of successful students than face-to-face students in the areas of critical thinking and empirical and quantitative reasoning.

37% of enrolled internet students were unavailable for assessment. That compares unfavorably with 8% of face-to-face students who were not assessed.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes

The benchmark for success and/or the percent goal of successful students can be raised for internet students. However, there may be some marginal internet students who can and should be encouraged to seek peer tutoring, student support services, and online group discussions to help them succeed instead of dropping out to try again later. The new Canvass platform for internet classes may allow more online support for marginal students as well.

Program Name: MATH.2413

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

MATH 2413, Calculus I

1.1 Division-Department

Science and Mathematics - Math

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General	General
Education (Use	Education
for LEAPs)	Outcomes

Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Evaluate definite integrals using the Fundamental Theorem of Calculus.

1.4.2 Learning Activities

Students will be assigned to turn in homework problems evaluating definite integrals. They will be required to show step-by-step justifications for their results and to choose among the several integral formulas and to apply the Fundamental Theorem of Calculus in order to reach a correct solution. Their work will also be graded based on the logic of their written work, the organization apparent in their solution, and the connection of their written work to the lesson at hand. Each principle will be applied to many slightly different situations. Students will use both new and old material and will need to make and identify connections. Solving problems on quizzes and tests will also require the same format for problems and thus will also be part of their learning activities

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General	General
Education (Use	Education
for LEAPs)	Outcomes

Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4.4 Measure of Success

Y CT: 60% get 60%
Y CM: 60% get 60%
Y EQ: 60% get 60%

1.4.5 Data Summary

111 students (22 internet and 89 face-to-face) from 8 sections of Math 2413, representing 2 main campuses and 4 high school campuses), were assessed for this learning outcome. Success rates by Core Objective were:

COM: 89% overall, 86% internet, 90% face-to-face

CT: 91% overall, 86% internet, 92% face-to-face

EQR: 89% overall, 86% internet, 90% face-to-face

The rates at which enrolled students were unavailable for assessment were 21% overall, but ranged from 13% for face-to-face students to 44% for internet students.

1.4.5.1 Analysis and Evaluation

All goals were exceeded. Since this learning outcome is relatively easier than some others in the course, but is covered late in the course, both the high success rates and the high rates at which students were unavailable for assessment may be understandable.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

The benchmark should be significantly higher, because this topic is so essential to the next course in a calculus sequence and because it is also essential for students who will stop with Calculus I. The math department chose a lower benchmark to start with on evaluating this learning outcome because it was near the end of the course, but that actually makes students score higher on it and it is relatively easier. The benchmark should move to at least 70% with a goal of 70% of students successful.

1.4.5.4 Distance Learning: Analysis and Evaluation

Distance education sections met all goals.

The rate at which distance education students were unavailable for assessment is very high at 44%.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes

The benchmark should be significantly higher, because this topic is so essential to the next course in a calculus sequence and because it is also essential for students who will stop with Calculus I. The math department chose a lower benchmark to start with on evaluating this learning outcome because it was near the end of the course, but that actually makes students score higher on it and it is relatively easier. The benchmark should move to at least 70% with a goal of 70% of students successful.

Additionally, marginal distance learning students who are able to do so should be encouraged to access student support services, peer tutoring, and online group discussions and study sessions. They may feel completely alone, but the improved interactive capability of the new Canvass platform may help that as well as the suggested emphasis on making marginal distance education students aware of available options.

Program Name: MATH.2414

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

MATH 2414, Calculus II

1.1 Division-Department

Science and Mathematics - Math

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Use substitution, integration by parts, trigonometric substitution, partial fractions, and tables of anti-derivatives to evaluate definite and indefinite integrals.

1.4.2 Learning Activities

Methods of integration homework problems will be assigned and graded upon each students written step-by-step justification for his/her solution, upon the logic of their written work, and upon the mechanics of a correct solution, the organization apparent in their solution, and the connection of their written work to the lesson at hand. Each method will be applied to many different situations. Students will need to choose among several approaches (formulas, substitution and formulas, integration by parts, trigonometric substitution, partial fractions, or tables of anti-derivatives) more than one of which may work. Students will need to relate the new material to older established integration methods. Solving integral problems on quizzes and tests will also require the same format for problems and will thus also be a learning activity for students

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4.4 Measure of Success

Y CT:70%/70%

Y CM:70%/70%

Y EQ:70%/70%

1.4.5 Data Summary

46 students (10 internet and 36 face-to-face), representing two main campuses and 2 high school campuses, were assessed. Success rates by Core objectives were:

COM: 87% overall, 80% internet, 89% face-to-face

CT: 87% overall, 80% internet, 89% face-to-face

EQR: 83% overall, 80% internet, 83% face-to-face

Only 8% of all students enrolled were not available for assessment. This ranged from 3% for face-to-face students to 23% for internet students.

1.4.5.1 Analysis and Evaluation

All goals were exceeded.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

This is a very important learning outcome and should be evaluated again with a higher benchmark and a higher goal.

1.4.5.4 Distance Learning: Analysis and Evaluation

All goals were exceeded.

The rate at which internet students were unavailable for assessment is far too high in this difficult, but essential for science and mathematics pathways, course. If this is the first difficult mathematics course that students have taken by internet, then the tendency of marginal students to quit and try again later may be understandable.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes

Distance learning Math 2414 students may not have previously encountered so difficult a math course online. If they have available student support services then they need to avail themselves of these and the math department needs to encourage this. Additionally, the new, more interactive Canvas platform for distance education courses may make online group study and discussion more effective.

Program Name: MUSI.1306

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

MUSI 1306, Music Appreciation

1.1 Division-Department

Speech and Fine Arts - Music

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will demonstrate sensitivity to differing points of view through a group project that results in a shared perspective.

1.4.2 Learning Activities

Students will be divided into groups and assigned a topic on which they will make an oral/visual presentation to the class. Each student will be assigned a particular area to cover (ex. historical background, musical output, etc.) based on the topic assigned.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education (Use
for LEAPs)** General
Education
Outcomes

Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
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1.4.4 Measure of Success

80% of the students will score at least 70% of the available points for this element.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

The F2F students far exceeded the Team Work requirement of 80% scoring at least 70%. It appears that the Team Work activity needs to be changed, or the requirement needs to be increased.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

Since the students are far exceeding the 70% mark, the benchmark needs to be increased to: 80% will score at least 80% on the Team Work portion of the rubric.

1.4.5.4 Distance Learning: Analysis and Evaluation

Ninety-four percent of the online students scored at least a 70% on the rubric pertaining to Team Work. Instructor KHuggins noted that the requirement is only 70% when MUSI requires 80%. The requirement could be raised if students are easily exceeding the original benchmark.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Increase Team Work requirement to 80% will score at least 80% of the available point for this element on the rubric.

Next semester I am considering adding an additional group project where students analyze and collectively write a report over a music Ted Talk.

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Students will be exposed to cultural performances.

1.5.2 Learning Activities

The students will be required to write a critique of the music and the performance of the concert attended. This critique will include an historical background of the musical literature, language and terminology appropriate to the subject matter, and supported opinion of the performance.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking Skills (CT): To include creative thinking, innovation,

Critical Thinking	inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

1.5.4 Measure of Success

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.

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

The F2F students did not perform well on the Communication and Critical Thinking portion of the rubric. COMM: 50% of the students who submitted a written report of a musical performance scored at least a 4 on the communication portion of the rubric, based on effective application of writing skills in the report. The criteria required that at least 75% score 4 or higher.

CT: 50%, instead of the required 75%, of the students demonstrated a minimum rating of 4 on the critical thinking portion of the rubric, based on their ability to support their opinion of the performance.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.3 Description of Changes

1) Suggest offering extra credit to those students participating in LEAPS study. (2) Strongly recommend utilizing performances in the home institution. (3) Suggest LEAP feedback to disciplines at end of FY to inform participants of outcomes.

1.5.5.4 Distance Learning: Analysis and Evaluation

While the F2F classes did not do well in the Communication and Critical Thinking areas, the online classes did very well.

Comm: 90% of the students demonstrated a minimum rating of 4 on the communication portion of the rubric, based on effective application of writing skills in the report.

CT: 90% of the students demonstrated a minimum rating of 4 on the critical thinking portion of the rubric, based on their ability to support their opinion of the performance.

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.5.5.6 Distance Learning: Description of Changes

In order to ensure academic integrity, I will be requiring students next semester to submit a photo of their programs from concert venues attended with their papers.

1.6 Measured Outcome

1.6.1 Student Learning Outcomes

Students will demonstrate mastery of communication skills in appreciation of music.

1.6.2 Learning Activities

The students will be required to write a critique of the music and the performance of the concert attended. This critique will include an historical background of the musical literature, language and terminology appropriate to the subject matter, and supported opinion of the performance.

Students will be divided into groups and assigned a topic on which they will make an oral/visual presentation to the class. Each student will be assigned a particular area to cover (ex. historical background, musical output, etc.) based on the topic assigned

1.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

1.6.4 Measure of Success

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.

1.6.5 Data Summary

1.6.5.1 Analysis and Evaluation

1.6.5.2 Changes as a Result of Analysis and Evaluation

1.6.5.3 Description of Changes

1.6.5.4 Distance Learning: Analysis and Evaluation

1.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

1.6.5.6 Distance Learning: Description of Changes

1.7 Measured Outcome

1.7.1 Student Learning Outcomes

Students will demonstrate social responsibility.

1.7.2 Learning Activities

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 required to attend one outside musical event during the semester.

1.7.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
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1.7.4 Measure of Success

90% of the students will rate 5 on the Social Responsibility portion of the rubric due to their attendance of the musical performance.

1.7.5 Data Summary

1.7.5.1 Analysis and Evaluation

The F2F students all attended a musical performance to achieve 100% participation on the Social Responsibility portion of the rubric.

1.7.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.7.5.3 Description of Changes

1) Suggest offering extra credit to those students participating in LEAPS study. (2) Strongly recommend utilizing performances in the home institution.

1.7.5.4 Distance Learning: Analysis and Evaluation

The online students achieved 100% participation in Social Responsibility on the rubric. However, the instructor expressed some concern about the honesty of some of the students. See changes below.

1.7.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.7.5.6 Distance Learning: Description of Changes

In order to ensure academic integrity, I will be requiring students next semester to submit a photo of their programs from concert venues attended with their papers.

Program Name: MUSI.1307

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

MUSI 1307, Music Literature

1.1 Division-Department

Speech and Fine Arts - Music

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will demonstrate sensitivity to differing points of view through a group project that results in a shared perspective.

1.4.2 Learning Activities

Students will be divided into groups and assigned a topic on which they will make an oral/visual presentation to the class. Each student will be assigned a particular area to cover (ex. historical background, musical output, etc.) based on the topic assigned.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
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1.4.4 Measure of Success

80% will score at least 70% of the available points for this element

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

Music Literature is normally a small class of music majors; therefore, the participation is usually high. There were five students enrolled in the spring of 2017.

There was 100% achievement in all areas (Social Responsibility, Communication, Critical Thinking and Team Work) by the five students.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

Provide more feedback

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Students will be exposed to cultural performances.

1.5.2 Learning Activities

The students will be required to write a critique of the music and the performance of the concert attended. This critique will include an historical background of the musical literature, language and terminology appropriate to the subject matter, and supported opinion of the performance.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and

visual communication

1.5.4 Measure of Success

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.

1.5.5 Data Summary**1.5.5.1 Analysis and Evaluation**

Only five students were enrolled in this class. All five achieved 100% in Comm and CT. Because this class is usually taken by music majors, I suggest that we increase the benchmark from "75% of the students will demonstrate a minimum rating of 4 on the communication/critical thinking portion of the rubric..." to 85%.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.5.5.3 Description of Changes

Increase Comm and CT benchmark to "85% of the students will demonstrate a minimum rating of 4 on the Comm/CT portion of the rubric..."

1.5.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.6 Distance Learning: Description of Changes

Not applicable

1.6 Measured Outcome**1.6.1 Student Learning Outcomes**

Students will demonstrate mastery of communication skills in appreciation of music

1.6.2 Learning Activities

The students will be required to write a critique of the music and the performance of the concert attended. This critique will include an historical background of the musical literature, language and terminology appropriate to the subject matter, and supported opinion of the performance. Students will be divided into groups and assigned a topic on which they will make an oral/visual presentation to the class. Each student will be assigned a particular area to cover (ex. historical background, musical output, etc.) based on the topic assigned

1.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General General
Education (Use Education

for LEAPs) Outcomes

Communication Skills Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

1.6.4 Measure of Success

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 reports.

1.6.5 Data Summary

1.6.5.1 Analysis and Evaluation

1.6.5.2 Changes as a Result of Analysis and Evaluation

1.6.5.3 Description of Changes

1.6.5.4 Distance Learning: Analysis and Evaluation

1.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

1.6.5.6 Distance Learning: Description of Changes

1.7 Measured Outcome

1.7.1 Student Learning Outcomes

Students will demonstrate social responsibility.

1.7.2 Learning Activities

The arts are vital components of a societys 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 communitys 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 required to attend one outside musical event during the semester.

1.7.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Social Responsibility Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.7.4 Measure of Success

90% of the students will rate 5 on the Social Responsibility portion of the rubric due to their attendance of the musical performance.

1.7.5 Data Summary

1.7.5.1 Analysis and Evaluation

All of the students achieved this outcome. The goal stated here is for 90% of the students, yet the LEAPs reporting form submitted by Dr. Hudson stated, "100 % of the students will rate 5 on the social responsibility portion of the rubric due to their attendance of the musical performance."

This is something we need to reconcile.-

1.7.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.7.5.3 Description of Changes

Suggest offering extra credit to students who participate in LEAP study to enhance working population. Encourage utilization of a performance hosted by institution.

1.7.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.7.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.7.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: MUSI.1310

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

MUSI 1310, American Popular Music

1.1 Division-Department

Speech and Fine Arts - Music

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
--	----------------------------

- | | |
|-----------------------|---|
| Critical Thinking | Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information |
| Communication Skills | Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication |
| Teamwork | Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal |
| Social Responsibility | Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities |

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will demonstrate sensitivity to differing points of view through a group project that results in a shared perspective.

1.4.2 Learning Activities

Students will be divided into groups and assigned a topic on which they will make an oral/visual presentation to the class. Each student will be assigned a particular area to cover (ex. historical background, musical output, etc.) based on the topic assigned.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
--	----------------------------

- | | |
|----------|--|
| Teamwork | Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal |
|----------|--|

1.4.4 Measure of Success

80% of the students will demonstrate a minimum rating of 4 on the Teamwork portion of the rubric.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

The students worked well on the teamwork assignment in the F2F classes. One hundred percent of the students achieved at least a 4 on the rubric on the teamwork portion.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

A lesson on teamwork could be presented before project is assigned. Students would be given guidance on delegating and negotiating tasks and assignments.

1.4.5.4 Distance Learning: Analysis and Evaluation

The online students also excelled in teamwork, which is not easy in an online class. Ninety-three percent of the students scored at least a 4 on the teamwork portion of the rubric.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.6 Distance Learning: Description of Changes

"Next semester I plan on making an additional group discussion project where students will analyze and collectively write a report over a Ted Talk over contemporary music/society." K. Huggins

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Students will be exposed to cultural performances.

1.5.2 Learning Activities

The students will be required to write a critique of the music and the performance of the concert attended. This critique will include an historical background of the musical literature, language and terminology appropriate to the subject matter, and supported opinion of the performance.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

1.5.4 Measure of Success

75% of the students will demonstrate a minimum rating of 4 on the Critical Thinking portion of the rubric.

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

The F2F students far exceeded the benchmark of "75% of the students will demonstrate a minimum rating of 4 on the critical thinking as well as the communication portions of the rubric."

The students scored the following: CT=92%
COMM=97%

1.5.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.3 Description of Changes

A lesson on public speaking could be given before the project to prepare students for the presentation. Many students do not speak in front of groups; this would be beneficial for other areas of study as well.

1.5.5.4 Distance Learning: Analysis and Evaluation

The online students performed well in the areas of Critical Thinking and Communication as well.
CT=93%
COMM=93%

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.6 Distance Learning: Description of Changes

Give clear direction with adequate examples regarding use of citations.

The transition to Canvas will allow me to utilize the Learning Outcomes/Rubrics tool in order to better evaluate this particular aspect of LEAPs for my music classes. It will also aid students in better comprehending expectations for this assignment. The rubric I created in Canvas is much more thorough. K. Huggins

1.6 Measured Outcome

1.6.1 Student Learning Outcomes

Students will demonstrate mastery of communication skills in appreciation of music.

1.6.2 Learning Activities

The students will be required to write a critique of the music and the performance of the concert attended. This critique will include an historical background of the musical literature, language and terminology appropriate to the subject matter, and supported opinion of the performance. Students will be divided into groups and assigned a topic on which they will make an oral/visual presentation to the class. Each student will be assigned a particular area to cover (ex. historical background, musical output, etc.) based on the topic assigned

1.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

1.6.4 Measure of Success

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.

1.6.5 Data Summary

1.6.5.1 Analysis and Evaluation

1.6.5.2 Changes as a Result of Analysis and Evaluation

1.6.5.3 Description of Changes

1.6.5.4 Distance Learning: Analysis and Evaluation

1.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

1.6.5.6 Distance Learning: Description of Changes

1.7 Measured Outcome

1.7.1 Student Learning Outcomes

Students will demonstrate social responsibility.

1.7.2 Learning Activities

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 required to attend one outside musical event during the semester

1.7.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Social Responsibility Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.7.4 Measure of Success

90% of the students will rate 5 on the Social Responsibility portion of the rubric due to their attendance of the musical performance.

1.7.5 Data Summary

1.7.5.1 Analysis and Evaluation

The F2F students achieved success in the area of Social Responsibility for 89% of them scored at least a 5 on the rubric.

1.7.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.7.5.3 Description of Changes

Since the students seem to have no problem achieving in this component, I suggest increasing the benchmark from 75% to 80%. LCollins

1.7.5.4 Distance Learning: Analysis and Evaluation

The online students were very successful in the Social Responsibility requirement.
SR=97%

1.7.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.7.5.6 Distance Learning: Description of Changes

Since the students have no problem achieving in this component, I suggest increasing the benchmark from 75% to 80%. LCollins

Program Name: PHIL.2306

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

PHIL 2306, Introduction to Ethics

1.1 Division-Department

Social Sciences - Philosophy

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Read, analyze, and critique philosophical texts.

1.4.2 Learning Activities

Students may synthesize concepts, ethical approaches and applications of ethical criterion through assigned texts and through major media.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
--	----------------------------------

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
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1.4.4 Measure of Success

65% of the students will score 70% or higher

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

No data was received.

1.4.5.4 Distance Learning: Analysis and Evaluation

No data was received.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.6 Distance Learning: Description of Changes

No data was received.

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Define and appropriately use important terms such as relativism, virtue, duty, rights, utilitarianism, natural law, egoism, altruism, autonomy, and care ethics.

1.5.2 Learning Activities

Students will analyze a specific social ethical dilemma of the day and define, explain and delineate how the various ethical decision positions could affect the impact of that specific social dilemma.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
--	----------------------------------

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

1.5.4 Measure of Success

65% of the students will score 70% or higher

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

No data was submitted, therefore there is nothing to evaluate

1.5.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.3 Description of Changes

I will work with the adjunct faculty in developing LEAPS for the-is year.

1.5.5.4 Distance Learning: Analysis and Evaluation

No data was submitted for evaluation.

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.6 Distance Learning: Description of Changes

I will work with adjunct faculty to develop LEAPs for the upcoming year.

1.6 Measured Outcome

1.6.1 Student Learning Outcomes

Demonstrate knowledge of major arguments and problems in ethics.

1.6.2 Learning Activities

Students will apply specific critical decision making criterion to a major ethical issue facing the culture/society of this day. Students will analyze how that unique position, if society driven, could either improve or harm culture.

1.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
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Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
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1.6.4 Measure of Success

70% of the students will score 20% higher on pre-course tool given at the beginning and at the end for the term

1.6.5 Data Summary

No data submitted

1.6.5.1 Analysis and Evaluation

No data submitted for evaluation

1.6.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.6.5.3 Description of Changes

I will work with adjunct faculty to develop LEAPS for upcoming year.

1.6.5.4 Distance Learning: Analysis and Evaluation

No data submitted

1.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.6.5.6 Distance Learning: Description of Changes

I will work with adjunct faculty to develop LEAPs for upcoming year.

1.7 Measured Outcome

1.7.1 Student Learning Outcomes

Apply course material to various aspects of life.

1.7.2 Learning Activities

Students will be challenged to be introspective on major moral issues impacting culture/society today and then discern & articulate how course material affected their initial thought position.

1.7.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Personal Responsibility

Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.7.4 Measure of Success

70% of the students will score 20% higher on pre-course tool given at the beginning and at the end for the term

1.7.5 Data Summary

No data submitted.

1.7.5.1 Analysis and Evaluation

No data submitted for evaluation.

1.7.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.7.5.3 Description of Changes

I will work with adjunct faculty to develop LEAPS for upcoming year.

1.7.5.4 Distance Learning: Analysis and Evaluation

No data submitted

1.7.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.7.5.6 Distance Learning: Description of Changes

I will work with adjunct faculty to develop LEAPS for upcoming year.

Program Name: PHYS.1415

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

PHYS 1415, Physical Science I

1.1 Division-Department

Science and Mathematics - Physics

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The student will apply scientific theories to analyze data collected in lab and report results in written form.

1.4.2 Learning Activities

The student will work in small groups to carry out or conduct an experiment and evaluate the reasonableness of their results. An oral or written presentation will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed. The student will also be assessed on the synthesis of the project within the group.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
--	----------------------------

Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4.4 Measure of Success

Benchmark is 70%. Goal is 70% reach benchmark

1.4.5 Data Summary

112 students (55 internet and 70 face-to-face) from 7 of 8 sections offered, representing 2 main campuses, were assessed. Success rates by Core Objective were:

COM: 71% overall, 91% internet, 52% face-to-face

CT: 59% overall, 70% internet, 48% face-to-face

EQR: 72% overall, 91% internet, 56% face-to-face

TW: 70% overall, 91% internet, 52% face-to-face

The rates at which students were unavailable for assessment were (by Core Objective):

COM: 10% overall, 2% internet, 17% face-to-face

CT: 10% overall, 2% internet, 17% face-to-face

EQR: 10% overall, 2% internet, 17% face-to-face

TW: 11% overall, 2% internet, 19% face-to-face

1.4.5.1 Analysis and Evaluation

Overall, goals for assessed students were met in COM, EQR, and TW, but were not met in CT. All goals for assessed students were met by internet students. None of the goals were met by face-to-face students alone.

One section for Spring 2017 remains unreported after repeated requests.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

While overall reporting showed mostly success and goals met, face-to-face sections did not show this. Raising the benchmark would seem to be inappropriate. They can choose a different lab for reporting results next year, but the benchmark and goals were either barely met or not met at all.

1.4.5.4 Distance Learning: Analysis and Evaluation

All goals were met. Enrolled students were assessed at high rates as well.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.6 Distance Learning: Description of Changes

Continuing to use laboratory reports to assess Core Objectives while changing the lab report chosen for reporting seems appropriate.

Program Name: PHYS.1417

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

PHYS 1417, Physical Science II

1.1 Division-Department

Science and Mathematics - Physics

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The student will apply scientific theories to analyze data collected in lab and report results in written form.

1.4.2 Learning Activities

The student will work in small groups to carry out or conduct an experiment and evaluate the reasonableness of their results. An oral or written presentation will be required and the accuracy, depth of content, and/or the connection of the content with the main topic will be assessed. The student will also be assessed on the synthesis of the project within the group.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
--	----------------------------

Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4.4 Measure of Success

Benchmark is 70%. Goal is 70% reach benchmark

1.4.5 Data Summary

55 students (18 internet and 37 face-to-face) from 5 (of 6) sections offered, representing 2 of the main campuses, were assessed. Success rates for assessed students (by Core Objectives) were:

COM: 62% overall, 61% internet, and 62% face-to-face

CT: 51% overall, 33% internet, 59% face-to-face

EQR: 76% overall, 100% internet, 64% face-to-face

TW: 51% overall, 100% internet, 46% face-to-face

Rates at which enrolled students were unavailable for assessment were approximately 20% overall, 10% internet, and 24% face-to-face.

One internet section of Phys 1417 went unreported in spite of repeated requests.

1.4.5.1 Analysis and Evaluation

The EQR success rate met the goal. Additionally, the TW success rate for internet students met the goal. All other goals were not met. The rates at which students were unavailable for assessment (usually linked to the drop out rate) was not abnormally high in any grouping.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.3 Description of Changes

Students taking Phys 1417 seemed to have a hard time this year. Face-to-face students and even some internet students may be able to avail themselves of peer study groups, student support services, and should be encouraged to seek out faculty office hours and Canvass platform study aids.

1.4.5.4 Distance Learning: Analysis and Evaluation

One internet section was not reported, but two other internet sections were reported. Students actually seemed to do better than face-to-face students. Strangely they had 100% success rate for EQR and TW (which was much better than face-to-face students) but they scored lower than face-to-face students on CT and about the same on COM.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.6 Distance Learning: Description of Changes

Peer tutoring and/or academic coaching may help students be more successful.

Program Name: POFI.2301

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

POFI 2301, Word Processing I

1.1 Division-Department

Business and Computer Science

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Given a workplace scenario requiring a written solution, assess the communication purpose and then prepare the materials that achieve the goal efficiently and effectively.

1.4.2 Learning Activities

Edit an existing letter to include a table detailing specific information.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating

Career Entry Skills

Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

70% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary

In the POFI 2301 lecture class, the students had to create and format a table in a business letter.

1.4.5.1 Analysis and Evaluation

In the Fall 2016 POFI 2301 lecture class 14 students completed the business letter with an embedded table assignment. 12 students completed the assignment with a score of 70% or higher. One student did not meet the 70% requirement, and one student did not submit the assignment. The class objective was met because 86% of the students completed the assignment with a score of 70% or higher.

In the POFI 2301 Spring 2017 lecture class 9 students completed the the business letter with an embedded table assignment with a score of 80% or better. Therefore, 100% of the students completed the assignment with at least 70% mastery. The class objective was met because 100% of the students met the learning outcome.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

This assignment should not be changed. The students gain practice at creating tables in Word, and they also must correctly formatting a business letter.

1.4.5.4 Distance Learning: Analysis and Evaluation

In the POFI 2301 Fall 2016 online course 15 out of 19 students completed the the business letter with an embedded table assignment. 15 students completed the assignment with a score of 70% or better, and 4 students did not attempt the assignment. The class objective was met because 79% of the students completed the assignment with at least 70% mastery.

In the POFI 2301 Spring 2017 online class 12 out of 18 students completed the the business letter with an embedded table assignment. 9 students completed the assignment with 90% mastery or higher, three students completed the assignment with below a 70% mastery score, and 6 students did not attempt the assignment. Therefore, only 50% of the students completed the assignment with at least 70% mastery. The class objective was not met.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Prescribe/suggest student support services to low performing students (i.e. CSC, peer tutoring, academic coaches, etc.)

1.4.5.6 Distance Learning: Description of Changes

This assignment should not be changed. The students gain practice at creating tables in Word, and they also must correctly formatting a business letter. I will add additional resources to the online environment to help students be more successful on this assignment.

Program Name: POFT.1301

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

POFT 1301, Business English

1.1 Division-Department

Business and Computer Science

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

- Critical Thinking Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
- Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Recognize and create professional business messages that demonstrate accurate formats and ideas expressed in clear, concise, and correct English.

1.4.2 Learning Activities

Using an internal memo format, students will edit and rewrite a poorly written message that suffers from wordiness, indirectness, and confusing instructions.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

- Critical Thinking Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Career Entry Skills

Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

80% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary

Using an internal memo format, students will edit and rewrite a poorly written message that suffers from wordiness, indirectness, and confusing instructions.

1.4.5.1 Analysis and Evaluation

In the POFT 1301 Fall 2016 lecture class 19 out of 22 students completed the business memo editing and rewriting assignment. 17 students completed the assignment with a score of 70% or higher. Two students did not meet the 70% requirement and 3 students did not complete the assignment. The class objective was not met because 77% of the students completed the assignment with a score of 70% or higher.

In the POFT 1301 Spring 2017 lecture class 12 out of 13 students completed the the business memo editing and rewriting assignment. 12 students completed the assignment with a score of 80% or higher, and 1 student did not submit the assignment. Therefore, 92% of the students completed the assignment with at least 70% mastery and the objective was met.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

Since the objective was not met in one class, I will redefine the benchmark. 75% of the evaluated students will demonstrate an ability of 75% mastery of the objective. I think this is a quality assignment, and I will give students additional class time to work on the assignment.

1.4.5.4 Distance Learning: Analysis and Evaluation

In the POFT 1301 Fall 2016 online class 21 out of 26 students completed the business memo editing and rewriting assignment. 19 students completed the assignment with a score of 70% or higher. 2 students completed the assignment with a score of below 70%, and 5 students did not attempt the assignment. The class objective was not met because only 73% of the students completed the assignment with a score of 70% or higher.

In the POFT 1301 Spring 2017 online class 22 out of 32 students completed the business memo editing and rewriting assignment. 22 students students completed the assignment with a score of 70% or higher. Therefore, the class objective was not met because only 69% of the students completed the assignment with a score of 70% or higher.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes

Since the objective was not met in one class, I will redefine the benchmark. 75% of the evaluated students will demonstrate an ability of 75% mastery of the objective. I think this is a quality assignment, and I will allow students additional time to submit the assignment.

Program Name: POFT.2312

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

POFT 2312, Business Correspondence and Communication

1.1 Division-Department

Business and Computer Science - Office Technology

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Create an impressive, error-free multimedia presentation that shows a firm grasp of basic visual design principles.

1.4.2 Learning Activities

Students will create a multimedia presentation that describes the duties of a current position or past job, volunteer activity, hobby, or internship.

Presentation Assignment

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
	Communication Skills (CM): To include effective development,

Communication Skills	interpretation and expression of ideas through written, oral and visual communication
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

70% of the evaluated students will demonstrate an ability of 80% mastery of the subject.

1.4.5 Data Summary

Students created a multimedia presentation that describes the duties of a current position or past job, volunteer activity, hobby, or internship. Students were graded on spelling and grammar, topic development, and presentation style.

1.4.5.1 Analysis and Evaluation

POFT 2312 was not offered as a lecture class in the Fall 2016 semester.

In the POFT 2312 Spring 2017 lecture class 10 out of 14 students completed the presentation assignment. 10 students completed the assignment with a score of 80% or higher, and 4 students did not attempt the assignment. Therefore, the class objective was met because 71% of the students completed the assignment with a score of 80% or higher.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

This assignment should not be changed. The students gain practice on communication skills, critical thinking skills, and creating a comprehensive presentation.

1.4.5.4 Distance Learning: Analysis and Evaluation

In the POFT 2312 Fall 2016 online course 16 of 22 students completed the presentation assignment. 16 students completed the assignment with a score of 80% or higher, and 6 students did not attempt the assignment. Therefore, the class objective was met because 72% of the students completed the assignment with a score of 80% or higher.

POFT 2312 was not offered as an online course during the Spring 2017 semester.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes

This assignment should not be changed. The students gain practice on communication skills, critical thinking skills, and creating a comprehensive presentation.

Program Name: PSYC.2301

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

PSYC 2301, General Psychology

1.1 Division-Department

Social Sciences - Psychology

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Identify research methods and their characteristics used in the scientific study of psychology.

1.4.2 Learning Activities

Activities may include:

As determined by a standardized departmental measure, students will be able to distinguish between descriptive, correlational and experimental methods of research including a demonstration of the understanding of the steps involved in experimental design; the manipulation of independent and dependent variables to determine cause and effect; the process of random sampling to minimize pre-existing differences between groups, the analysis of results to confirm or deny a given hypothesis and the determination of positive and negative correlations.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use General Education

for LEAPs)

Outcomes

Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4.4 Measure of Success

65% of all students will respond correctly to 70% or more questions on standardized department measure.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

Students enrolled in Psych 2301 were successful in their learning and application of critical thinking, communication, personal responsibility, and social responsibility for face-to-face courses.

Communication - 70% met or exceeded

Critical Thinking - 77% met or exceeded

Empirical and Quantitative Skills - 58% met or exceeded

Social responsibility- 72% met or exceeded

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

This was a new textbook from last year. Re-examine the rubric at the beginning of the year to see if any changes are necessary

1.4.5.4 Distance Learning: Analysis and Evaluation

Students enrolled in Psyc 2301 were successful in their learning and application of critical thinking, communication, personal responsibility, and social responsibility for internet courses.

Communication - 87% met or exceeded

Critical Thinking - 97% met or exceeded

Empirical and Quantitative Skills - 81% met or exceeded

Social responsibility- 96% met or exceeded

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.6 Distance Learning: Description of Changes

A new textbook was used this semester. The rubric will be re-examined at the beginning of this Fall semester.

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Describe some of the prominent perspectives and approaches used in the study of psychology.

1.5.2 Learning Activities

Activities may include:

A Ripped from the Headlines scenario (examples include Sandy Hook and Virginia Tech) will require students to generate alternative explanations for determining the possible causation of behavior and mental processes. Relating knowledge gained in the classroom, students will apply the biopsychosocial approach, developing a written narrative establishing connections between biological, psychological and social-cultural influences as typified in the 7 major theoretical perspectives. Students will evaluate the local community in terms of possible factors contributing to the development of psychological disorders, resources available and methods for improving said resources.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.5.4 Measure of Success

65% of the students will demonstrate a superior or excellent rating on CT, CM, SR rubric.

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

Re-examine the rubric at the beginning of the semester.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.3 Description of Changes

New textbooks were used this semester. Re-examine the rubric at the beginning of the school year.

1.5.5.4 Distance Learning: Analysis and Evaluation

As stated above, a new textbook was used this semester. Re-examine the rubric at the beginning of the school year.

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.6 Distance Learning: Description of Changes

As stated above, a new textbook was used this semester. Re-examine the rubric at the beginning of the school year.

Program Name: PSYC.2314

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

PSYC 2314, Lifespan Growth and Development

1.1 Division-Department

Social Sciences - Psychology

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Discuss the various causes or reasons for disturbances in the developmental process.

1.4.2 Learning Activities

The student will prepare a Life Review through an interview process with a person aged 65 years or older. The subjects life experiences will be documented in narrative form.

The student will relate/connect the findings to Eriksons Psychosocial Theory of development and present arguments supporting a positive or negative outcome of each crisis, noting those circumstances which determined the outcome.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for** General
Education
Outcomes

LEAPs)

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.4.4 Measure of Success

65% of the students will have a superior or excellent rating on CT, CM, and SR rubric

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

Students enrolled in PSY 2314 were successful in their learning and application of critical thinking, communication, personal responsibility, and social responsibility for face-to-face courses.

Communication - 66% met or exceeded

Critical Thinking - 81% met or exceeded

Empirical and Quantitative Skills - 59% met or exceeded

Social responsibility- 67% met or exceeded

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

Re-examine the rubric used at the beginning of the school year to determine if any changes should be made.

1.4.5.4 Distance Learning: Analysis and Evaluation

Students enrolled in Psyc 2314 were successful in their learning and application of critical thinking, communication, personal responsibility, and social responsibility for on-line courses.

Communication - 85% met or exceeded

Critical Thinking - 87% met or exceeded

Empirical and Quantitative Skills- 91% met or exceeded

Social responsibility- 94% met or exceeded

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.6 Distance Learning: Description of Changes

Re-examine the rubric at the beginning of the school year and determine if changes are needed.

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Identify various research methods and their characteristics used in the scientific field of psychology.

1.5.2 Learning Activities

As determined by a standardized departmental measure, students will be able to distinguish between descriptive, correlational and experimental methods of research including a demonstration of the understanding of the steps involved in experimental design; the manipulation of independent and dependent variables to determine cause and effect; the process of random sampling to minimize pre-existing differences between groups, the analysis of results to confirm or deny a given hypothesis and the determination of positive and negative correlations.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Empirical and Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.5.4 Measure of Success

65% of the students will respond correctly to 70% of an objective standardized instrument

1.5.5 Data Summary

Re-examine the rubric to determine if changes need to be made.

1.5.5.1 Analysis and Evaluation

Leaps meet, except for EQS in face to face classes. Re-examine the rubric to determine if changes need to be made.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.3 Description of Changes

Determine if the rubric needs to be changed for LEAP analysis next year at the beginning of the school year.

1.5.5.4 Distance Learning: Analysis and Evaluation

LEAPS meet with distance learning. Re-examine the rubric to determine if it needs to be changed.

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.6 Distance Learning: Description of Changes

LEAPS met but re-examine rubric to determine if changes should be made.

Program Name: SOCI.1301

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

SOCI 1301, Introduction to Sociology

1.1 Division-Department

Social Sciences - Sociology

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Identify the various methodological approaches to the collection and analysis of data in sociology.

1.4.2 Learning Activities

Students will conduct research in the field by carrying out a set of behaviors, writing the results, analyzing the data and drawing conclusions based on a matrix covering certain points. A written report will be submitted for a grade based on proper grammar usage.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
	Communication Skills (CM): To include effective development,

Communication Skills	interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

1.4.4 Measure of Success

65% of students will demonstrate an exemplary or acceptable rating on a rubric for CT, CM, and EQ

1.4.5 Data Summary

Students enrolled in SOC 1301 were successful in their learning and application of critical thinking, communication, personal responsibility, and social responsibility for face-to-face courses.

Communication - 82% met or exceeded

Critical Thinking - 59% met or exceeded

Empirical and Quantitative Skills - 60% met or exceeded

Social responsibility- 96% met or exceeded

1.4.5.1 Analysis and Evaluation

Re-examine the rubric for the next school year.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

Re-examine the rubric and determine if changes need to be made, especially for EQS and SR.

1.4.5.4 Distance Learning: Analysis and Evaluation

Students enrolled in SOC 1301 were successful in their learning and application of critical thinking, communication, personal responsibility, and social responsibility for on-line courses.

Communication - 75% met or exceeded

Critical Thinking - 71% met or exceeded

Empirical and Quantitative Skills - 74% met or exceeded

Social responsibility- 97% met or exceeded

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

LEAPs met for on-line. Re-examine the rubric and determine if changes should be made.

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Describe key concepts in sociology.

1.5.2 Learning Activities

Students will be required to attend a civic function, school board meeting, community activity or a state or national meeting about needs. A written report using proper grammatical usage will be submitted as well as a list of sociological terms used during the meeting. Power points over various culture differences will be given to show real world differences.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.5.4 Measure of Success

65% of students will demonstrate an exemplary or acceptable rating on a rubric for CT, CM, SR, and EQ

1.5.5 Data Summary

LEAPS met in all areas except CT and EQS, face to face. Re-examine the rubric and determine if changes should be made.

1.5.5.1 Analysis and Evaluation

Re-examine rubric but all LEAPS met except in face to face EQS and SR

1.5.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.3 Description of Changes

After examining rubric, make changes to it, if necessary.

1.5.5.4 Distance Learning: Analysis and Evaluation

All LEAPs met.

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.6 Distance Learning: Description of Changes

Re-examine rubric to determine if changes need to made.

Program Name: SOCI.1306

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

SOCI 1306, Social Problems

1.1 Division-Department

Social Sciences - Sociology

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Identify multidimensional aspects of social problems including the global, political, economic, and cultural dimensions of social problems.

1.4.2 Learning Activities

Students will be required to attend a civic function, school board meeting, community activity or a state or national meeting about needs. A written report using proper grammatical usage will be submitted as well as a list of sociological terms used during the meeting.

Power points over various culture differences will be given to show real world differences.

Historical analysis of a problem using proper research techniques will also be discussed in class.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

LEAPs)

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.4.4 Measure of Success

65% of students will demonstrate an exemplary or acceptable rating on a rubric for CT, CM, EQ, and SR

1.4.5 Data Summary

Students enrolled in SOC 1306 were successful in their learning and application of critical thinking, communication, personal responsibility, and social responsibility for face-to-face courses.

Communication - 75% met or exceeded

Critical Thinking - 75% met or exceeded

Empirical and Quantitative Skills - 75% met or exceeded

Social responsibility- 83% met or exceeded

1.4.5.1 Analysis and Evaluation

All LEAPs met with face to face.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

Re-examine rubric to determine if changes should be made.

1.4.5.4 Distance Learning: Analysis and Evaluation

Students enrolled in SOC 1306 were successful in their learning and application of critical thinking, communication, personal responsibility, and social responsibility for on-line courses.

Communication - 85% met or exceeded

Critical Thinking - 85% met or exceeded

Empirical and Quantitative Skills - 79% met or exceeded

Social responsibility- 90% met or exceeded

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.6 Distance Learning: Description of Changes

All LEAPs met. Re-examine the rubric to determine if changes need to be made.

Program Name: SOCI.2301

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

SOCI 2301, Marriage and the Family

1.1 Division-Department

Social Sciences - Sociology

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Critically evaluate such issues as sexuality, partner choice, resolving marital issues, having and raising children, and combining work with family.

1.4.2 Learning Activities

The internet will be used in an individual written assignment to research the areas of sexuality, partner choice, resolving marital issues, children and work using proper research techniques and grammatical usage.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking Skills (CT): To include creative thinking, innovation,

Critical Thinking	inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

1.4.4 Measure of Success

65% of the students will demonstrate an exemplary or acceptable rating on a rubric for CT, CM, EQ and SR

1.4.5 Data Summary

No face to face classes made.

1.4.5.1 Analysis and Evaluation

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

No face to face classes made. Re-examine the rubric to determine if changes should be made.

1.4.5.4 Distance Learning: Analysis and Evaluation

Students enrolled in SOC 2301 were successful in their learning and application of critical thinking, communication, personal responsibility, and social responsibility for on-line courses.

Communication - 80% met or exceeded

Critical Thinking - 80% met or exceeded

Empirical and Quantitative Skills - 80% met or exceeded

Social responsibility- 80% met or exceeded

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.6 Distance Learning: Description of Changes

LEAPs were met for on-line courses. Re-examine the rubric to determine if changes should be made.

Program Name: SPAN.1411

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

SPAN 1411, Beginning Spanish I

1.1 Division-Department

Language Arts - Spanish

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will identify and discuss traditions, customs and values of the Hispanic world, and compare and contrast them with characteristics of their own culture.

1.4.2 Learning Activities

Student groups will be assigned to particular nations in the Spanish language world, and they will discuss traditions and differences in cultures on a listening portion an assessment.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
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Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4.4 Measure of Success

75% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

1.4.5 Data Summary Data Summary

Based on the following:

1. SLO: Students will identify and discuss traditions, customs, and values of the Hispanic world, and compare and contrast them with characteristics of their own culture.
2. Activity: Student groups will be assigned to particular nations in the Spanish language world, and they will discuss traditions and differences in cultures on a listening portion of an assessment.
3. Indicates: 75% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

We met the benchmark with a mastery of 78.5%.

1.4.5.1 Analysis and Evaluation Analysis and Evaluation

Based upon the benchmark and our score, we should continue this SLO and activity, but we should consider a change that would employ a voice presentation via Powerpoint with an audience present.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes Changes

We may use the following activity change:

Based upon the benchmark and our score, we should continue this SLO, but we should consider a change that would employ a voice presentation via Powerpoint with an audience present.

1.4.5.4 Distance Learning: Analysis and Evaluation DL Analysis and Evaluation

Based upon the benchmark and our score, we should continue this SLO and activity, but we should consider a change that would employ a voice presentation via Powerpoint with an audience present. This could be accomplished through Canvas.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.6 Distance Learning: Description of Changes DL Changes

We may use the following activity change:

Based upon the benchmark and our score, we should continue this SLO, but we should consider a change that would employ a voice presentation via Powerpoint with an audience present.

Program Name: SPAN.1412

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

SPAN 1412, Beginning Spanish II

1.1 Division-Department

Language Arts - Spanish

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will identify and discuss traditions, customs and values of the Hispanic world.

1.4.2 Learning Activities

The students will study various religious and secular customs and holidays celebrated in Spanish language countries and answer listening questions in part of an exam.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
	Communication Skills (CM): To include effective development,

Communication Skills	interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4.4 Measure of Success

75% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

1.4.5 Data Summary Data Summary

Based on the following:

1. SLO: Students will identify and discuss traditions, customs, and values of the Hispanic world.
2. Activity: The students will study various religious and secular customs and holidays celebrated in Spanish language countries and answer listening questions in part of an exam.
3. Benchmark: Indicates: 75% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

Our Benchmark was surpassed with 86% mastery.

1.4.5.1 Analysis and Evaluation Analysis & Evaluation

Based upon the benchmark and our score, we should continue this SLO and activity, but we should consider a change that would employ a voice presentation via Powerpoint with all students present.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes Changes

Based upon the benchmark and our score, we should continue this SLO, but we should consider a change that would employ a voice presentation via Powerpoint with an audience present. Each student could present and test the class, specializing in one particular nation.

1.4.5.4 Distance Learning: Analysis and Evaluation DL Analysis and Evaluation

Based upon the benchmark and our score, we should continue this SLO and activity, but we should consider a change that would employ a voice presentation via Powerpoint with all students present via the LMS conference feature.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.6 Distance Learning: Description of Changes DL Changes

Based upon the benchmark and our score, we should continue this SLO, but we should consider a change that would employ a voice presentation via Powerpoint with an audience present. Each student could present and test the class, specializing in one particular nation. This could occur over a period of several conferences.

Program Name: SPAN.2311

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

SPAN 2311, Intermediate Spanish I

1.1 Division-Department

Language Arts - Spanish

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will produce oral Spanish comprehensible to native speakers using complex grammatical structures to narrate, describe, and elicit information.

1.4.2 Learning Activities

Student will answer questions in a oral portion of an exam.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
	Communication Skills (CM): To include effective development,

Communication Skills	interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4.4 Measure of Success

75% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

1.4.5 Data Summary Data Summary

Based on the following For Spanish 2311:

1. SLO: Students will produce oral Spanish comprehensible to native speakers using complex grammatical structures to narrate, describe, and elicit information.

2. Activity: Students will answer questions in an oral portion of an exam.

Benchmark: 75% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

We did surpass this benchmark with an 80% mastery score.

1.4.5.1 Analysis and Evaluation Analysis & Evaluation

The students were largely composed of students with a major in Spanish. In light of this, we may rotate to a lengthier oral portion next year.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes Changes

We shall rotate to a longer version of this activity next cycle.

1.4.5.4 Distance Learning: Analysis and Evaluation DL Analysis and Evaluation

The students were largely composed of students with a major in Spanish. In light of this, we may rotate to a lengthier oral portion next year.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.6 Distance Learning: Description of Changes DL Changes

We shall rotate to a longer version of this activity next cycle.

Program Name: SPAN.2312

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

SPAN 2312, Intermediate Spanish II

1.1 Division-Department

Language Arts - Spanish

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will summarize authentic spoken discourse produced by Spanish speakers of diverse origins.

1.4.2 Learning Activities

Students will be assigned one country corresponding to each culture in the Encuentros cultural unit in the textbook. The student will verbally present information over the assigned information to the class. The student will respond to a listening exercise in a reflective dialogue that will lead the student to explore all necessary points regarding key ideas, and perspectives. Distance and face to face classes will employ a Powerpoint without written prompts.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking Skills (CT): To include creative thinking, innovation,

Critical Thinking	inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Social Responsibility	Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4.4 Measure of Success

75% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

1.4.5 Data Summary Data Summary

Based on the following:

1. SLO: Students will summarize authentic spoken discourse produced by Spanish speakers of diverse origins.
2. Activity: Students will be assigned one country corresponding to each culture in the Encuentros cultural unit in the textbook. The student will verbally present information over the assigned information to the class. The student will respond to a listening exercise in a reflective dialogue that will lead the student to explore all necessary points regarding key ideas and perspectives. Distance and face to face classes will employ a Powerpoint without written prompts.
3. 75% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

We surpassed our benchmark by 8 points (78%)

1.4.5.1 Analysis and Evaluation Analysis & Evaluation

Native speakers and Spanish majors are a factor in such success.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes Changes

We will discuss moving the benchmark up for the future cycle.

1.4.5.4 Distance Learning: Analysis and Evaluation DL Analysis and Evaluation

Native speakers and Spanish majors are a factor in such success.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes DL Changes

We will discuss moving the benchmark up for the future cycle.

Program Name: SPCH.1315

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

SPCH 1315, Public Speaking

1.1 Division-Department

Speech and Fine Arts - Speech

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Research, develop and deliver extemporaneous speeches with effective verbal and nonverbal techniques

1.4.2 Learning Activities

-Students will produce informative, persuasive and entertainment or special occasion speeches for oral presentation and will be evaluated by the instructor and group members for mechanics, structure, connection of content with main topic, logic and accuracy and depth of content.

-Students will apply the principles of research by completing a guided Speech Workshop to search for and evaluate sources.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and

visual communication

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.4.4 Measure of Success

80% of students will score at 70% of the available points for Critical Thinking.

80% of students will score at least 70% of the available points for Communication.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

F2F classes achieved success in the Public Speaking classes in the CT, COMM and Personal Responsibility components.

CT=92%

COMM=92%

PR=91%

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alter classroom engagement strategy (team project, contests, technology use, etc.)

1.4.5.3 Description of Changes

Work on CT skills.

Each student will be assigned to a group and I will require the students to work on each assignment in the classroom before they turn in the final assignment.

I will spend more class time on how to successfully research a topic for a speech.

1.4.5.4 Distance Learning: Analysis and Evaluation

Distance Learning students did not achieve the same level of success as the F2F students.

CT=84%

COMM=87%

PR=84%

Public Speaking via the internet is always a challenge, but since it is demanded by our population, we must find ways to improve the class for our students.

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alter classroom engagement strategy (team project, contests, technology use, etc.)

1.4.5.6 Distance Learning: Description of Changes

I think these tasks, at least for my classes, should be moved up more towards the beginning of the term. In the Spring it seems harder to get them to stay focused and keep up the same level of work they do at the beginning of the term.

My students have been successful since we started using the McGraw Hill Connect ebook because they are actually reading the book and taking the quizzes. However, I am still having problems with getting them to understand outlining. I will spend more time on outlining next semester.

My classes did well overall except that my online class did not meet the challenge in critical thinking.

This skill is measured by the outline. I will rethink how I am teaching the outline in the online class. I assign a recorded guided lesson about outlining, but the students are obviously not watching it. I may make it a prerequisite in Canvas next semester.

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Demonstrate effective usage of technology when researching and/or presenting speeches.

1.5.2 Learning Activities

- Students will apply the principles of research by completing a guided Speech Workshop using the databases and web search to search for and evaluate sources.
- Students will produce a PowerPoint to use during their speech presentations connecting the content of the PowerPoint with the main topic of the presentation.
- Students will explore a topic of interest for their speeches and seek a rich awareness of the subject while researching little known information about the subject.
- Students will apply principles of research by conducting a research scavenger hunt on a selected persuasive topic. The hunt will allow the student 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.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.5.4 Measure of Success

80% of students will score at 70% at
Of the available point for Personal Responsibility.

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

F2F classes achieved success in the Public Speaking classes in the CT, COMM and Personal Responsibility components.

CT=92%

COMM=92%

PR=91%

1.5.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.3 Description of Changes

My students have been successful since we started using the McGraw Hill Connect ebook because they are actually reading the book and taking the quizzes. However, I am still having problems with getting them to understand outlining. I will spend more time on outlining next semester.

My classes did well overall except that my online class did not meet the challenge in critical thinking. This skill is measured by the outline. I will rethink how I am teaching the outline in the online class. I assign a recorded guided lesson about outlining, but the students are obviously not watching it. I may make it a prerequisite in Canvas next semester.

1.5.5.4 Distance Learning: Analysis and Evaluation

Distance Learning students did not achieve the same level of success as the F2F students.

CT=84%

COMM=87%

PR=84%

Public Speaking via the internet is always a challenge, but since it is demanded by our population, we must find ways to improve the class for our students.

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.6 Distance Learning: Description of Changes

I think these tasks, at least for my classes, should be moved up more towards the beginning of the term. In the Spring it seems harder to get them to stay focused and keep up the same level of work they do at the beginning of the term.

My students have been successful since we started using the McGraw Hill Connect ebook because they are actually reading the book and taking the quizzes. However, I am still having problems with getting them to understand outlining. I will spend more time on outlining next semester.

My classes did well overall except that my online class did not meet the challenge in critical thinking. This skill is measured by the outline. I will rethink how I am teaching the outline in the online class. I assign a recorded guided lesson about outlining, but the students are obviously not watching it. I may make it a prerequisite in Canvas next semester.

1.6 Measured Outcome

1.6.1 Student Learning Outcomes

Develop proficiency in presenting a variety of speeches as an individual or group (e.g. narrative, informative, or persuasive).

1.6.2 Learning Activities

- Groups select a topic and produce a specific purpose, central idea and formulate three main ideas. The groups orally present their developed topic to the class. The presentation is evaluated by the class for its connection of content with the main topic, logic and accuracy.
- Students will produce informative, persuasive and entertainment or special occasion speeches for oral presentation and will be evaluated by the instructor and group members for mechanics, structure, connection of content with main topic, logic and accuracy and depth of content.
- Students will complete written self-evaluations after each speech evaluating themselves as a learner and create a personal plan of action to improve their next speech.
- Students will create a folder/journal to document their performances and/or self-reflection on their performances and create a personal plan of action to improve their next speech.

1.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.6.4 Measure of Success

80% of the students will score at least 90% of the available points for Teamwork.

1.6.5 Data Summary

1.6.5.1 Analysis and Evaluation

The F2F classes excelled in Teamwork. Ninety percent of them achieved the required mark on the rubric.

1.6.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.6.5.3 Description of Changes

The F2F classes participate in a Seek and Destroy activity whereby they divide into pairs and seek to find as many holes in each others persuasive arguments as possible. They switch partners several times to get as many perspectives as they can in about 30 minutes. This is a valuable exercise in building persuasive arguments, but it also facilitate interpersonal communications. I am not planning to change this exercise because it is so valuable.

1.6.5.4 Distance Learning: Analysis and Evaluation

Only 79% of the online students were successful in the Teamwork component, which is always a challenge in online classes.

1.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.6.5.6 Distance Learning: Description of Changes

I think I will move the teamwork to earlier in the term while people are still motivated. It is hard to get the students to focus towards the end as they are just counting down the days.

I think more needs to be said in my classroom about the importance of this task and how it plays a role in their overall grade. Also, I need to stress about how teamwork is common in the workplace so they see the value in the assignments.

I think there could be more done to create a better sense of community for online students. I want to add more discussion to my classes so they understand that this is a class like any other and are not in

the LMS alone.

My online students are not participating fully in the discussion boards. I will try making this more of a priority next semester. Perhaps I will even be a participant on the board. If they know I am watching instead of just looking at it at the end of the grading cycle, they will make it more of a priority.

In my online classes, my students most often communicate with each other through discussion boards. In this graded exercise, students responded to prompts regarding the challenges of taking online classes and giving advice to others who might be taking an online class.

I may implement a Seek and Destroy blog online so that the online students can benefit from the same type of feedback as my F2F classes.

Program Name: SPCH.1321

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

SPCH 1321, Business and Professional Communication

1.1 Division-Department

Speech and Fine Arts - Speech

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills

Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Teamwork

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Personal Responsibility

Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Demonstrate written and oral competencies as it relates to employment (including job searches, interviews, interpersonal interaction, conflict management, leadership and performance appraisals.)

1.4.2 Learning Activities

- Students will create a portfolio to show the exploration of their own communication style and how they communicate with others on a daily basis, by filling out the WTC measure; their communication apprehensions as measured by the Personal Report of Communication Apprehension (PRCA-24); their measure of argumentativeness (ARG). All instruments are located in textbook.

- Using the portfolio, students will create a personal plan of action to specify a goal and generate alternatives to improving their own communication style in interviews, interpersonal, conflict management and presentations.

- Students will complete a written or oral presentation based on an information seeking interview with someone in their desired career or of a different cultural background that will help them identify the connection between the course material and life experiences and will be evaluated by the instructor and group members for mechanics, structure, connection of content with main topic, logic and accuracy and depth of content.

- Students will complete a written presentation of the research found about their desired career field so that they can make connections between the course material and life experiences. Activity can be completed by students working in groups with students in other similar career paths.

- Students will complete a persuasive oral presentation based their research of their desired career field, identifying how their own skills qualify them for an entry level position in the field. The presentation will be evaluated by the instructor and group members for mechanics, structure, connection of content with main topic, logic and accuracy and depth of content.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making

1.4.4 Measure of Success

80% of students will score at least 70% of the available points for Critical Thinking.

80% of students will score at least 70% of the available points for Communication.

80% of students will score at least 70% of the available points for Personal Responsibility.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

The F2F classes were fairly consistent in the Critical Thinking, Communication, and Personal Responsibility components. These areas seem to be challenging yet attainable.

CT= 85%

COMM= 87%

PR= 86%

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

I will spend more class time on how to successful research a topic for a speech.

Next year, I will spend more time on explaining how to write an effective outline, using either APA or MLA style. I think the students struggled with writing good, comprehensive outlines. On my faculty evaluations, one student mentioned that I should help students alleviate stage fright. Maybe that is one area I need to do more research on for the future. I tried to have several small talking assignments, leading up to their first speech.

1.4.5.4 Distance Learning: Analysis and Evaluation

As in the F2F classes, the online classes also performed well in the Critical Thinking, Communication, and Personal Responsibility components. While the students are not "knocking it out of the ballpark", they are performing at a more than acceptable level. If they were performing any higher, I would consider raising the benchmark.

CT=86%

COMM=92%
PR= 92%

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

1.4.5.6 Distance Learning: Description of Changes

Work with online students more for critical thinking skills.

I think the more we can get them to interview people in their field the more useful they would find this class. I think all speeches/ assignments need to be completed with a mentor in their field it would give them a better sense for the class/ job. Also, add some type of resume proofing by someone in their field.

Next year, I will spend more time on explaining how to write an effective outline, using either APA or MLA style. I think the students struggled with writing good, comprehensive outlines. On my faculty evaluations, one student mentioned that I should students alleviate stage fright. Maybe that is one area I need to do more research on for the future. I tried to have several small talking assignments, leading up to their first speech.

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Apply essential dyadic and small group processes as they relate to the workplace.

1.5.2 Learning Activities

- Students will work in groups to interpreting verbal and nonverbal messages for accuracy, clarity and appropriateness and applying contexts such as culture, gender, status, etc.
- Students will complete an oral presentation with a group to identify and expound on communication theories to improve interpersonal and small group processes in the work place. The presentation will be evaluated by team members, other students and the instructor on the basis of mechanics, structure, connection of content with the main topic, logic, accuracy and depth of content.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Communication Skills Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Teamwork Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

1.5.4 Measure of Success

80% of students will score 90% of the available points for Teamwork.

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

The F2F students were successful in achieving the desired goal for 89% scored at least 90% on the Teamwork rubric. However, the instructors are still challenged to find group projects that inspire the students while teaching them the value of working with others.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.3 Description of Changes

We had one major group project this semester. For next year, I would like to include another major group project for the students to participate in for the class. We did several in-class group assignments. I think the students enjoyed the group project entitled, Hostage. I found that group activity in the Art of Public Speaking Instructors manual.

1.5.5.4 Distance Learning: Analysis and Evaluation

The online classes were not very successful in their Teamwork component scoring only 67%. Teamwork is challenging in an online class, and the instructors are aware of this and searching for alternative assignments.

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.6 Distance Learning: Description of Changes

think expecting 80% to score 90% or better in group work is TOO HIGH OF AN EXPECTATION!!!

The students seem to hate the group work as it seems no one pulls their weight. I think for this class if we could have them do some sort of work/ study in their field of choice and make it a group assignment it would make them more excited.

TDCJ Vocational

Program Name: ABDR.1441
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

ABDR.1441, Structural Analysis & Damage Repair I

1.1 Division-Department

TDCJ- AUTO BODY REPAIR

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

- Critical Thinking Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The student will be able to mix and apply plastic filler

1.4.2 Learning Activities

Text, Video, Lecture, Demo, Lab

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

- Critical Thinking Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

85% of the students will be able to perform the task without instructor supervision.

1.4.5 Data Summary

Changes made last year have been effective in control application of filler and more control of repairs by students.

1.4.5.1 Analysis and Evaluation

Last year change from large area of application to smaller this year to help control repairs made . Students have gained more confidence and learned more using this method.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

NO changes needed in application of filler at this time .

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: ABDR.2431

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

ABDR.2431, Structural Analysis & Damage Repair III

1.1 Division-Department

TDCJ- AUTO BODY REPAIR

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Student will be able to repair plastic panels.

1.4.2 Learning Activities

Lecture, 3m Video, and instruction pamphlet.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

85% of the students will be able to perform the task without instructor supervision.

1.4.5 Data Summary

Still having great results repairing plastic parts.

1.4.5.1 Analysis and Evaluation

Students enjoy repairing plastic parts and learning a skill.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

No changes needed at this time.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: ABDR.2441

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

ABDR.2441, Major Collision Repair & Panel Replacement

1.1 Division-Department

TDCJ- AUTO BODY REPAIR

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Student will be able to properly mask a vehicle to be primed and painted.

1.4.2 Learning Activities

Text, Video, Lecture, Demo, Lab

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

85% of the students will be able to perform the task without instructor supervision.

1.4.5 Data Summary

Four students per project has been more effective to help them retain the lesson.

1.4.5.1 Analysis and Evaluation

Four students per project still having good results.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

No changes at this time.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: Certificate Non-Credit - Automotive Technology (TDCJ)
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

AUMT 1005, Introduction to Automotive Technology

1.1 Division-Department

Automotive Technology TDCJ

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Explain and demonstrate safety as it applies to the automotive industry.

1.4.2 Learning Activities

Students will read chapter 2.

Students will attend all lectures.

Students will be tested on information obtained by reading chapter 2 and the lectures.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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1.4.4 Measure of Success

80% of students will receive a minimum score of 70 on the test.

1.4.5 Data Summary

90% of students achieved a score of 80 or above on the test

1.4.5.1 Analysis and Evaluation

Students were tested after class lectures and hands on lab. Students were evaluated based on written test results.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alter classroom engagement strategy (team project, contests, technology use, etc.)

1.4.5.3 Description of Changes

Encourage more open discussion / student engagement

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable N/A

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Explain the use of MSDS materials.

1.5.2 Learning Activities

Students will read chapter 2.

Students will attend all lectures.

Students will be tested on information obtained by reading chapter 2 and the lectures.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills

Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.5.4 Measure of Success

80% of students will receive a minimum score of 70 on the test.

1.5.5 Data Summary

90% of students achieved a score of 80 or above on the test

1.5.5.1 Analysis and Evaluation

Students were tested after class lectures and hands on lab. Students were evaluated based on written test results.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Alter classroom engagement strategy (team project, contests, technology use, etc.)

1.5.5.3 Description of Changes

Encourage more open discussion / student engagement

1.5.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.6 Distance Learning: Description of Changes

Not applicable

1.6 Measured Outcome

1.6.1 Student Learning Outcomes

Name common automotive tools and equipment.

1.6.2 Learning Activities

Students will read chapter 3.

Students will attend all lectures.

Students will be tested on information obtained by reading chapter 3 and the lectures.

1.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills

Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.6.4 Measure of Success

80% of students will receive a minimum score of 70 on the test.

1.6.5 Data Summary

90% of students achieved a score of 80 or above on the test

1.6.5.1 Analysis and Evaluation

Students were tested after class lectures and hands on lab. Students were evaluated based on written test results.

1.6.5.2 Changes as a Result of Analysis and Evaluation

Alter classroom engagement strategy (team project, contests, technology use, etc.)

1.6.5.3 Description of Changes

Encourage more open discussion / student engagement

1.6.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.6.5.6 Distance Learning: Description of Changes

Not applicable

2 Course

AUMT 2017, Engine Performance Analyst I

2.1 Division-Department

Automotive Technology TDCJ

2.2 Course Type

WECM Course (nonTransfer)

2.3 Required General Education Outcomes for Course (LINK to selection)*General Outcomes Links*

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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2.4 Measured Outcome**2.4.1 Student Learning Outcomes**

Recognize the fundamentals of engine operation.

2.4.2 Learning Activities

Students will read chapter 5.

Students will attend all lectures.

Students will be tested on information obtained by reading chapter 5 and the lectures.

2.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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2.4.4 Measure of Success

80% of students will receive a minimum score of 70 on the test.

2.4.5 Data Summary

90% of students achieved a score of 80 or above on the test

2.4.5.1 Analysis and Evaluation

Students were tested after class lectures and hands on lab. Students were evaluated based on written test results.

2.4.5.2 Changes as a Result of Analysis and Evaluation

Alter classroom engagement strategy (team project, contests, technology use, etc.)

2.4.5.3 Description of Changes

Encourage more open discussion / student engagement

2.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

2.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

2.4.5.6 Distance Learning: Description of Changes

Not applicable

2.5 Measured Outcome

2.5.1 Student Learning Outcomes

Identify electrical and electronic differences.

2.5.2 Learning Activities

Students will read chapter 6.

Students will attend all lectures.

Students will be tested on information obtained by reading chapter 6 and the lectures.

2.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills

Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

2.5.4 Measure of Success

80% of students will receive a minimum score of 70 on the test.

2.5.5 Data Summary

90% of students achieved a score of 80 or above on the test

2.5.5.1 Analysis and Evaluation

Students were tested after class lectures and hands on lab. Students were evaluated based on written test results.

2.5.5.2 Changes as a Result of Analysis and Evaluation

Alter classroom engagement strategy (team project, contests, technology use, etc.)

2.5.5.3 Description of Changes

Encourage more open discussion / student engagement

2.5.5.4 Distance Learning: Analysis and Evaluation

Not applicable

2.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

2.5.5.6 Distance Learning: Description of Changes

Not applicable

2.6 Measured Outcome

2.6.1 Student Learning Outcomes

Accurately describe the typical ignition system.

2.6.2 Learning Activities

Students will read chapter 8.

Students will attend all lectures.

Students will be tested on information obtained by reading chapter 8 and the lectures.

2.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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2.6.4 Measure of Success

80% of students will receive a minimum score of 70 on the test.

2.6.5 Data Summary

90% of students achieved a score of 80 or above on the test

2.6.5.1 Analysis and Evaluation

Students were tested after class lectures and hands on lab. Students were evaluated based on written test results.

2.6.5.2 Changes as a Result of Analysis and Evaluation

Alter classroom engagement strategy (team project, contests, technology use, etc.)

2.6.5.3 Description of Changes

Encourage more open discussion / student engagement

2.6.5.4 Distance Learning: Analysis and Evaluation

Not applicable

2.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

2.6.5.6 Distance Learning: Description of Changes

Not applicable

3 Course

AUMT 2034, Engine Performance Analyst II

3.1 Division-Department

Automotive Technology TDCJ

3.2 Course Type

WECM Course (nonTransfer)

3.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

3.4 Measured Outcome

3.4.1 Student Learning Outcomes

Explain the operation, diagnosis, and repair of emission control systems.

3.4.2 Learning Activities

Students will read chapter 19.

Students will attend all lectures.

Students will be tested on information obtained by reading chapter 19 and the lectures.

3.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

3.4.4 Measure of Success

80% of students will receive a minimum score of 70 on the test.

3.4.5 Data Summary

90% of students achieved a score of 80 or above on the test

3.4.5.1 Analysis and Evaluation

Students were tested after class lectures and hands on lab. Students were evaluated based on written test results.

3.4.5.2 Changes as a Result of Analysis and Evaluation

Alter classroom engagement strategy (team project, contests, technology use, etc.)

3.4.5.3 Description of Changes

Encourage more open discussion / student engagement

3.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

3.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

3.4.5.6 Distance Learning: Description of Changes

Not applicable

3.5 Measured Outcome

3.5.1 Student Learning Outcomes

Explain the operation, diagnosis, and repair of computerized engine control systems.

3.5.2 Learning Activities

Students will read chapter 15.

Students will attend all lectures.

Students will be tested on information obtained by reading chapter 15 and the lectures.

3.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills

Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

3.5.4 Measure of Success

80% of students will receive a minimum score of 70 on the test.

3.5.5 Data Summary

90% of students achieved a score of 80 or above on the test

3.5.5.1 Analysis and Evaluation

Students were tested after class lectures and hands on lab. Students were evaluated based on written test results.

3.5.5.2 Changes as a Result of Analysis and Evaluation

Alter classroom engagement strategy (team project, contests, technology use, etc.)

3.5.5.3 Description of Changes

Encourage more open discussion / student engagement

3.5.5.4 Distance Learning: Analysis and Evaluation

Not applicable

3.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

3.5.5.6 Distance Learning: Description of Changes

Not applicable

3.6 Measured Outcome

3.6.1 Student Learning Outcomes

Explain the operation, diagnosis, and repair of advanced ignition and fuel systems.

3.6.2 Learning Activities

Students will read chapters 16 and 17.

Students will attend all lectures.

Students will be tested on information obtained by reading chapter 16 and 17 and the lectures.

3.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills

Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

3.6.4 Measure of Success

80% of students will receive a minimum score of 70 on the test.

3.6.5 Data Summary

90% of students achieved a score of 80 or above on the test

3.6.5.1 Analysis and Evaluation

Students were tested after class lectures and hands on lab. Students were evaluated based on written test results.

3.6.5.2 Changes as a Result of Analysis and Evaluation

Alter classroom engagement strategy (team project, contests, technology use, etc.)

3.6.5.3 Description of Changes

Encourage more open discussion / student engagement

3.6.5.4 Distance Learning: Analysis and Evaluation

Not applicable

3.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

3.6.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: Certificate Non-Credit - Business Computer (TDCJ)
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

ITSC 1001, Introduction to Computers

1.1 Division-Department

TDCJ - Business Computer Information

1.2 Course Type

Academic General Education Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
 Education
 (Use for
 LEAPs)** General
 Education
 Outcomes

Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Given a workplace scenario requiring a written solution, assess the communication purpose and then prepare the materials that achieve the goal efficiently and effectively.

1.4.2 Learning Activities

Read all of the information In each chapter in the text provided and complete the test with a passing score of $\geq 70\%$.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
 Education
 (Use for
 LEAPs)** General
 Education
 Outcomes

Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
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Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

70% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary Outcomes

The majority of the students have met the initial goal that was projected.

1.4.5.1 Analysis and Evaluation

We have been able to obtain the expected results of the students through interactive learning.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

Raise the projected completion level.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable Does not apply to this course

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

2 Course

ITSE 1009, Integrated Software Applications I

2.1 Division-Department

TDCJ - Business Computer Information

2.2 Course Type

Academic General Education Course (Transfer)

2.3 Required General Education Outcomes for Course ([LINK to selection](#))

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Communication Skills (CM): To include effective development,

Communication Skills	interpretation and expression of ideas through written, oral and visual communication
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

2.4 Measured Outcome

2.4.1 Student Learning Outcomes

Given a workplace scenario requiring a written solution, assess the communication purpose and then prepare the materials that achieve the goal efficiently and effectively.

2.4.2 Learning Activities

Edit an existing letter to include a table detailing specific information. Including a database for completion of a mail merge.

2.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

2.4.4 Measure of Success

70% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

2.4.5 Data Summary

The majority of the students have met the initial goal that was projected.

2.4.5.1 Analysis and Evaluation

We have been able to obtain the expected results of the students through interactive learning.

2.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

2.4.5.3 Description of Changes

Redefine the benchmark on completion.

2.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

2.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

2.4.5.6 Distance Learning: Description of Changes

Not applicable

3 Course

ITSC 2021, Integrated Software Applications II

3.1 Division-Department

TDCJ - Business Computer Information

3.2 Course Type

Academic General Education Course (Transfer)

3.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

3.4 Measured Outcome

3.4.1 Student Learning Outcomes

Given a workplace scenario requiring a written solution, assess the communication purpose and then prepare the materials that achieve the goal efficiently and effectively.

3.4.2 Learning Activities

Copy and Paste data and Insert WordArt in a Training Scores workbook. Manage Multiple worksheets in a projected Earnings Workbook. Create and Format a line chart add a pie chart to a separate worksheet named pie chart then, link pie chart to projected earnings worksheet.

3.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

3.4.4 Measure of Success

75% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

3.4.5 Data Summary

The majority of the students have met the initial goal that was projected.

3.4.5.1 Analysis and Evaluation

We have been able to obtain the expected results of the students through interactive learning.

3.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

3.4.5.3 Description of Changes

Redefine the benchmark for completion.

3.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

3.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

3.4.5.6 Distance Learning: Description of Changes

Not applicable

4 Course

ITSC 2031, Integrated Software Applications III

4.1 Division-Department

TDCJ - Business Computer Information

4.2 Course Type

Academic General Education Course (Transfer)

4.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

4.4 Measured Outcome

4.4.1 Student Learning Outcomes

Given a workplace scenario requiring a written solution, assess the communication purpose and then prepare the materials that achieve the goal efficiently and effectively.

4.4.2 Learning Activities

Edit existing presentation to include a table and a chart detailing specific information. Including a spreadsheet for completion of a data merge. Link chart to Presentations Written instructions. These instructions are located in the PowerPoint section of the Microsoft 2010 text book.

4.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

4.4.4 Measure of Success

80% of the evaluated students will demonstrate an ability of 75% mastery of the objective.

4.4.5 Data Summary

The majority of the students have met the initial goal that was projected.

4.4.5.1 Analysis and Evaluation

We have been able to obtain the expected results of the students through interactive learning.

4.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

4.4.5.3 Description of Changes

Redefine the benchmark for completion.

4.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

4.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

4.4.5.6 Distance Learning: Description of Changes

Not applicable

5 Course

ITSE 1011, Web Page Programming

5.1 Division-Department

TDCJ - Business Computer Information

5.2 Course Type

Academic General Education Course (Transfer)

5.3 Required General Education Outcomes for Course ([LINK to selection](#))

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain

entry-level employment in a target occupation

5.4 Measured Outcome

5.4.1 Student Learning Outcomes

Recognize and create professional business Web sites that demonstrate accurate formats and ideas expressed in appealing, clear, and concise order.

5.4.2 Learning Activities

Using written instructions students will create a web site that will be appealing to the viewer and easy to modify when the need arises. This site will be easy to navigate without confusion.

5.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

5.4.4 Measure of Success

80% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

5.4.5 Data Summary

The majority of the students have met the initial goal that was projected.

5.4.5.1 Analysis and Evaluation

We have been able to obtain the expected results of the students through interactive learning.

5.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

5.4.5.3 Description of Changes

Redefine benchmark level (increase, if benchmark is met)

5.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

5.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

5.4.5.6 Distance Learning: Description of Changes

Not applicable

6 Course

ITSW 1007, Introduction to Database Programming

6.1 Division-Department

TDCJ - Business Computer Information

6.2 Course Type

Academic General Education Course (Transfer)

6.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

6.4 Measured Outcome

6.4.1 Student Learning Outcomes

Given a workplace scenario requiring a written solution, assess the communication purpose and then prepare the materials that achieve the goal efficiently and effectively.

6.4.2 Learning Activities

Create a table in a Clinic Database, Relate Tables and create forms using the Form Wizard in a Clinic Database,
Export a table to Excel. Import and Link Excel Data to an Access table.

6.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General	General
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Education (Use for LEAPs)	Education Outcomes
Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

6.4.4 Measure of Success

75% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

6.4.5 Data Summary

The majority of the students have met the initial goal that was projected.

6.4.5.1 Analysis and Evaluation

We have been able to obtain the expected results of the students through interactive learning.

6.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

6.4.5.3 Description of Changes

Redefine benchmark level (increase, if benchmark is met)

6.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

6.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

6.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: Certificate Non-Credit - Construction/Carpentry (TDCJ)
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

CONSTRUCTION CARPENTRY - CVN101

1.1 Division-Department

TDCJ-ID, CONSTRUCTION CARPENTRY

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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1.4 Measured Outcome

STUDENTS WILL LEARN TO SAFELY USE A STEP LADDER.

1.4.1 Student Learning Outcomes

85% or more of the STUDENTS WILL LEARN TO SAFELY USE A STEP LADDER.

1.4.2 Learning Activities

THROUGH LECTURE, DEMONSTRATION AND DISCUSSION THE SAFE USE OF A STEP LADDER WILL BE LEARNED BY THE STUDENTS.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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1.4.4 Measure of Success

85% OF THE STUDENTS WILL SCORE 85% OR BETTER ON THE DEMONSTRATION TEST FOR SAFE STEP LADDER USAGE.

1.4.5 Data Summary

ALL OBJECTIVES WERE MET. 61 students taught . 2 failed to complete this training session. allowing for a 97% success rate for this skill.

1.4.5.1 Analysis and Evaluation

THESE OBJECTIVES WILL BE RETAINED FOR THE FUTURE CLASSES.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alter classroom engagement strategy (team project, contests, technology use, etc.)

1.4.5.3 Description of Changes

MOVE THE STUDENTS TO MORE ADVANCED PROJECTS.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: Certificate Non-Credit - Mason/Masonry Education (TDCJ)
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course CV 002, Masonry/Bricklaying
 CV 002, Masonry/Bricklaying

1.1 Division-Department TDCJ/Masonry
 TDCJ/Masonry

1.2 Course Type
 WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
 Education
 (Use for
 LEAPs)** General
 Education
 Outcomes

Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Introduction to masonry including safety, tools and equipment, theory, terminology, federal and state guidelines.

1.4.2 Learning Activities

Demonstrate masonry safety practices; discuss state and federal guidelines for masonry work; identify, use, and maintain tools and equipment; calculate requirements; mix and spread mortar; use building; and lay brick/block and stone by the use of video aid training, written test and hands on training

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
 Education
 (Use for
 LEAPs)** General
 Education
 Outcomes

Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual
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	communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

90% to 100% passing grade.

1.4.5 Data Summary

96% of students met or exceeded learning criteria for this expected outcome.

1.4.5.1 Analysis and Evaluation

Completers achieved a 96% pass rate for this past FY, within the projected range of 90 to 100%.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

A continuation of the current strategy and learning criteria for FY 17/18 will be implemented.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

A continuation of masonry I with emphasis on hands on application of masonry concepts and theories.

1.5.2 Learning Activities

The student will relate masonry concepts and theories; identify, use and maintain tools and equipment; lay brick, block and stone.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General	General
Education	Education
(Use for	Outcomes

LEAPs)

Communication Skills	Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication
Teamwork	Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Personal Responsibility	Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.5.4 Measure of Success

90% to 100% passing grade.

1.5.5 Data Summary

Observe student improvement of skills, which gives graduates a level of skill performance and trade practice sufficient for gainful employment, in the masonry field.

1.5.5.1 Analysis and Evaluation

The expected outcome proved to be successful, proving that student were capable of attaining skills, that will improve their chances of employment, once released from the TDCJ.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.3 Description of Changes

No changes are planned.

1.5.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: CETT.1341

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

CETT 1341, Solid State Circuits

1.1 Division-Department

TDCJ - Electronics Technology

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The student will be able to perform an analysis of various solid state diode power-supply circuits and utilize the proper test instruments to perform hands on testing to verify the calculations are correct, reading and understanding the schematics given.

1.4.2 Learning Activities

Define formulas related to various power-supply circuits and their performance. Build various power supply circuits, reading and understanding schematics, mathematical analysis and hands on measurements to verify calculations and readings.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Empirical and	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed
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Quantitative Skills	conclusions
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

70% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

The students were able to perform an analysis of various solid state diode power-supply circuits and utilize the proper test instruments to perform hands on testing to verify the calculations are correct, reading and understanding the schematics given. Define formulas related to various power-supply circuits and their performance. Build various power supply circuits, reading and understanding schematics, mathematical analysis and hands on measurements to verify calculations and readings. At least 70% of the evaluated students were able to demonstrate an ability of 70% mastery of the objective.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

No changes are necessary at this time.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

The student will be able to perform an analysis of small-signal transistor amplifier circuits and utilize the proper test instruments to perform hands on testing to verify the calculations are correct, reading and understanding the schematics given.

1.5.2 Learning Activities

Define formulas related to various small-signal transistor amplifiers and their performance. Build various transistor amplifier circuits, reading and understanding schematics, mathematical analysis and hands on measurements to verify calculations and readings.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.5.4 Measure of Success

70% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

The students were able to perform an analysis of small-signal transistor amplifier circuits and utilize the proper test instruments to perform hands on testing to verify the calculations are correct, reading and understanding the schematics given. Define formulas related to various small-signal transistor amplifiers and their performance. Build various transistor amplifier circuits, reading and understanding schematics, mathematical analysis and hands on measurements to verify calculations and readings. At least 70% of the evaluated students were able to demonstrate an ability of 70% mastery of the objective.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.3 Description of Changes

No changes necessary at this time.

1.5.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.6 Distance Learning: Description of Changes

Not applicable

1.6 Measured Outcome

1.6.1 Student Learning Outcomes

The student will be able to perform an analysis of various differential and operational amplifier circuits and utilize the proper test instruments to perform hands on testing to verify the calculations are correct, reading and understanding the schematics given.

1.6.2 Learning Activities

Define formulas related to various differential and operational amplifier circuits and their performance. Build various differential and operational amplifier circuits, reading and understanding schematics, mathematical analysis and hands on measurements to verify calculations and reading.

1.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.6.4 Measure of Success

70% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.6.5 Data Summary

1.6.5.1 Analysis and Evaluation

The students were able to perform an analysis of various differential and operational amplifier circuits and utilize the proper test instruments to perform hands on testing to verify the calculations are correct, reading and understanding the schematics given. Define formulas related to various differential and operational amplifier circuits and their performance. Build various differential and operational amplifier circuits, reading and understanding schematics, mathematical analysis and hands on measurements to verify calculations and reading.

At least 70% of the evaluated students were able to demonstrate an ability of 70% mastery of the objective.

1.6.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.6.5.3 Description of Changes

No changes are necessary at this time.

1.6.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.6.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: CETT.1409

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

CETT 1509, DC-AC Circuits

1.1 Division-Department

TDCJ - Electronics Technology

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The student will be able to perform a calculated analysis of series DC circuits and utilize the proper test instruments to perform hands on testing to verify the calculations are correct, reading and understanding the schematics given.

1.4.2 Learning Activities

Define formulas related to series circuits, including ohms law, Kirchhoffs voltage law, current in a series circuit and total resistance in a series circuit. Build series resistive circuits reading and understanding schematics, mathematical analysis of series circuits and hands on measurements to verify calculations and readings.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Empirical and	Empirical and Quantitative Skills (EQS): To include the manipulation and
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Quantitative Skills	analysis of numerical data or observable facts resulting in informed conclusions
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

70% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

Students were able to define formulas related to series circuits, including ohms law, Kirchhoffs voltage law, current in a series circuit and total resistance in a series circuit. Students were able to build series resistive circuits reading and understanding schematics, mathematical analysis of series circuits and hands on measurements to verify calculations and readings. Students were able to perform a calculated analysis of series DC circuits and utilize the proper test instruments to perform hands on testing to verify the calculations are correct, reading and understanding the schematics given. At least 70% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

No changes necessary at this time.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

The student will be able to perform a calculated analysis of parallel DC circuits and utilize the proper test instruments to perform hands on testing to verify the calculations are correct, reading and understanding the schematics given.

1.5.2 Learning Activities

Define formulas related to parallel circuits, including ohms law, Kirchhoffs current law, voltage in a parallel circuit and equivalent resistance in a parallel circuit. Build parallel resistive circuits reading and understanding schematics, mathematical analysis of parallel circuits and hands on measurements to

verify calculations and readings

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Empirical and
Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Technology

Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating

Career Entry Skills

Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.5.4 Measure of Success

70% of the evaluated students will demonstrate an ability of 70% mastery of the objective

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

The student were able to perform a calculated analysis of parallel DC circuits and utilize the proper test instruments to perform hands on testing to verify the calculations are correct, reading and understanding the schematics given.

The students were able to define formulas related to parallel circuits, including ohms law, Kirchoffs current law, voltage in a parallel circuit and equivalent resistance in a parallel circuit. Build parallel resistive circuits reading and understanding schematics, mathematical analysis of parallel circuits and hands on measurements to verify calculations and readings.

At least 70% of the evaluated students will demonstrate an ability of 70% mastery of the objective

1.5.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.3 Description of Changes

No changes necessary at this time.

1.5.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.6 Distance Learning: Description of Changes

Not applicable

1.6 Measured Outcome

1.6.1 Student Learning Outcomes

The student will be able to perform a calculated analysis of series/parallel AC resistive/capacitive circuits and utilize the proper test instruments to perform hands on testing to verify the calculations are correct, reading and understanding the schematics given.

1.6.2 Learning Activities

Define ohms law concerning AC circuits verses DC circuits. Verify different AC waveforms understanding and utilizing the DMM, oscilloscope and function generator. Build series/parallel resistive/capacitive circuits reading and understanding schematics, mathematical analysis of series/parallel circuits and hands on measurements to verify calculations and readings.

1.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.6.4 Measure of Success

70% of the evaluated students will demonstrate an ability of 70% mastery of the objective

1.6.5 Data Summary

1.6.5.1 Analysis and Evaluation

The students were able to perform a calculated analysis of series/parallel AC resistive/capacitive circuits and utilize the proper test instruments to perform hands on testing to verify the calculations are correct, reading and understanding the schematics given. Define ohms law concerning AC circuits verses DC circuits. Verify different AC waveforms understanding and utilizing the DMM, oscilloscope and function generator. Build series/parallel resistive/capacitive circuits reading and understanding schematics, mathematical analysis of series/parallel circuits and hands on measurements to verify calculations and readings.

At least 70% of the evaluated students will demonstrate an ability of 70% mastery of the objective

1.6.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.6.5.3 Description of Changes

No changes are necessary at this time.

1.6.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.6.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: CETT.1415

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

CETT 1415, Digital Applications

1.1 Division-Department

TDCJ - Electronics Technology

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The student will be able to perform a calculated analysis of various logic gates. The student will build circuits according to the schematics supplied, as well as schematics drawn by the student, verifying truth tables and Boolean expressions by performing tests using proper test instruments.

1.4.2 Learning Activities

Define Boolean expressions assigned to each logic gate and performing the equation mathematically to verify readings verses calculations. Perform hands on building, drawing, and troubleshooting of circuits consisting of logic gates using the DMM, oscilloscope, and logic probe.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Empirical and	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed
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Quantitative Skills	conclusions
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

70% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

The students were able to perform a calculated analysis of various logic gates. The student were able to build circuits according to the schematics supplied, as well as schematics drawn by the student, verifying truth tables and Boolean expressions by performing tests using proper test instruments. Define Boolean expressions assigned to each logic gate and performing the equation mathematically to verify readings verses calculations. Perform hands on building, drawing, and troubleshooting of circuits consisting of logic gates using the DMM, oscilloscope, and logic probe. At least 70% of the evaluated students were able to demonstrate an ability of 70% mastery of the objective.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

No changes are necessary at this time.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

1.5 Measured Outcome

The student will be able to assemble, draw, verify displays and troubleshoot seven-segment display systems. The student will understand the operation of encoders, decoders, LED, and LCD digital displays.

1.5.1 Student Learning Outcomes

1.5.2 Learning Activities

Define the function of encoders and decoders in display systems and understand the logic levels needed for LED and LCD displays. Perform hands on building, drawing, and troubleshooting of circuits consisting of seven-segment displays using the DMM, oscilloscope, and logic probe.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.5.4 Measure of Success

70% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

The students were able to assemble, draw, verify displays and troubleshoot seven-segment display systems. The students were able to understand the operation of encoders, decoders, LED, and LCD digital displays. Define the function of encoders and decoders in display systems and understand the logic levels needed for LED and LCD displays. Perform hands on building, drawing, and troubleshooting of circuits consisting of seven-segment displays using the DMM, oscilloscope, and logic probe.

At least 70% of the evaluated students were able to demonstrate an ability of 70% mastery of the objective.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.3 Description of Changes

No changes are necessary at this time.

1.5.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.6 Distance Learning: Description of Changes

Not applicable

1.6 Measured Outcome

1.6.1 Student Learning Outcomes

The student will be able to assemble, draw, verify displays and troubleshoot ripple up/down counters. The student will understand the operation of the J-K flip-flops and their use as up/down counters in digital systems.

1.6.2 Learning Activities

Define the counting sequence based on the modulus of various counters for both binary and decimal displays. Perform hands on building, drawing, and troubleshooting of circuits consisting of counters using the DMM, oscilloscope, and logic probe.

1.6.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.6.4 Measure of Success

70% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.6.5 Data Summary

1.6.5.1 Analysis and Evaluation

The students were able to assemble, draw, verify displays and troubleshoot ripple up/down counters. The students were able to understand the operation of the J-K flip-flops and their use as up/down counters in digital systems. Define the counting sequence based on the modulus of various counters for both binary and decimal displays. Perform hands on building, drawing, and troubleshooting of circuits consisting of counters using the DMM, oscilloscope, and logic probe.

At least 70% of the evaluated students were able to demonstrate an ability of 70% mastery of the objective.

1.6.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.6.5.3 Description of Changes

No changes are necessary at this time.

1.6.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.6.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.6.5.6 Distance Learning: Description of Changes

Not applicable

1.7 Measured Outcome**1.7.1 Student Learning Outcomes**

The student will be able to assemble, draw, verify displays and troubleshoot digital Arithmetic circuits. The student will understand the operation of adders and subtractors in digital circuits and how to verify proper outputs.

1.7.2 Learning Activities

Define the use of adders and subtractors and mathematically perform binary addition and subtraction to verify outputs. Perform hands on building, drawing, and troubleshooting of circuits consisting of calculations using the DMM, and logic probe.

1.7.3 Required General Education Outcome for this SLO (LINK to selection)*General Outcomes Links*

General Education (Use for LEAPs)	General Education Outcomes
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Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.7.4 Measure of Success

70% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.7.5 Data Summary**1.7.5.1 Analysis and Evaluation**

The students were able to assemble, draw, verify displays and troubleshoot digital Arithmetic circuits. The students were able to understand the operation of adders and subtractors in digital circuits and how to verify proper outputs. Define the use of adders and subtractors and mathematically perform binary addition and subtraction to verify outputs. Perform hands on building, drawing, and troubleshooting of circuits consisting of calculations using the DMM, and logic probe. At least 70% of the evaluated students were able to demonstrate an ability of 70% mastery of the objective.

1.7.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.7.5.3 Description of Changes

No changes are necessary at this time.

1.7.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.7.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.7.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: DFTG.1405 (TDCJ)

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

DFTG 1405, Technical Drafting

1.1 Division-Department

TDCJ - Drafting - Coffield Unit

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The student will be able to construct orthographic views of mechanical parts complete with dimensions, center marks, and center lines.

1.4.2 Learning Activities

The student will be given a mechanical part assignment and be required to generate the proper views complete with proper dimensions, center marks, and centerline items.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

75% of the class will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

The students seemed to perform their tasks successfully.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

We have updated both textbooks and software version

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

1.5.2 Learning Activities

1.5.3 Required General Education Outcome for this SLO (LINK to selection)

1.5.4 Measure of Success

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

The students performed their tasks successfully.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.3 Description of Changes

No other changes deemed necessary.

1.5.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: DFTG.1409 (TDCJ)
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

DFTG 1409, Basic Computer Aided Drafting

1.1 Division-Department

TDCJ - Drafting

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
 Education
 (Use for
 LEAPs)** General
 Education
 Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The student will be able to create mechanical parts and assemble them to create the completed object. Utilizing proper constraints and assembly guidelines.

1.4.2 Learning Activities

The student will be given an assignment that requires the creation of multiple parts that have to be assembled together to create the completed object.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
 Education
 (Use for
 LEAPs)** General
 Education
 Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

75% of the class will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

Students seemed to perform their tasks successfully.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

No changes at this time.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: DFTG.1417 (TDCJ)

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

DFTG 1417, Architectural Drafting - Residential

1.1 Division-Department

TDCJ - Drafting

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The student will be able to design, create, and arrange a set of residential plans.

1.4.2 Learning Activities

The student will be given a project requiring the creation of the floor plans, elevations, roof plan, and foundation plan. Adherence to design guidelines and construction codes is required.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating

Career Entry Skills

Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

75% of the class will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary**1.4.5.1 Analysis and Evaluation**

The students performed the required tasks successfully.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

No changes at this time.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: DFTG.1433 (TDCJ)

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

DFTG 1433, Mechanical Drafting

1.1 Division-Department

TDCJ - Drafting

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The student will be able to construct orthographic views of mechanical parts complete with dimensions, center marks, and center lines.

1.4.2 Learning Activities

The student will be given a mechanical part assignment and be required to generate the proper views complete with proper dimensions, center marks, and centerline items.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

75% of the class will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

The students performed the required tasks successfully.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

No other changes required at this time.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: DFTG.2419 (TDCJ)

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

DFTG 2419, Intermedicate Computer Aided Drafting

1.1 Division-Department

TDCJ - Drafting

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The student will be able to design, create, and arrange a set of residential plans

1.4.2 Learning Activities

The student will be given a project requiring the creation of the floor plans, elevations, roof plan, and foundation plan. Adherence to design guidelines and construction codes is required.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating

Career Entry Skills

Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

75% of the class will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary**1.4.5.1 Analysis and Evaluation**

The students performed the required tasks successfully.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

None at this time.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: DFTG.2440 (TDCJ)

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

DFTG 2440, Solid Modeling/Design

1.1 Division-Department

TDCJ - Drafting

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The student will be able to create mechanical parts and assemble them to create the completed object. Utilizing proper constraints and assembly guidelines.

1.4.2 Learning Activities

The student will be given an assignment that requires the creation of multiple parts that have to be assembled together to create the completed object.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
--	----------------------------------

Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Technology	Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

75% of the class will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

The students performed the required tasks successfully.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

No other changes required at this time.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: ELPT.1221

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

ELPT 1221, Introduction to Electrical Safety and Tools

1.1 Division-Department

TDCJ - Electrical Technology

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students should have a working understanding electrical hazards and how to avoid them. Also the student will be able to demonstrate safe working habits with hand and power tools.

1.4.2 Learning Activities

Read the required chapters complete reviews and assignments related to the chapters and test on each chapter.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

70% of the evaluated students will demonstrate an ability of 70% mastery of the objective

1.4.5 Data Summary

Response = The majority of the students have met the initial goal that was projected.

1.4.5.1 Analysis and Evaluation

Response = We have been able to obtain the expected results of the students through interactive learning.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

Response = Raise the projected completion level.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable Response = Not Applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: ELPT.1225

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

ELPT 1225, National Electrical Code

1.1 Division-Department

TDCJ - Electrical Technology

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students should have a working understanding of the National Electric Code and how to apply the information in the installation of electrical systems.

1.4.2 Learning Activities

Read the required chapters complete reviews and assignments related to the chapters.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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1.4.4 Measure of Success

70% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary

Response = The majority of the students have met the initial goal that was projected.

1.4.5.1 Analysis and Evaluation

Response = We have been able to obtain the expected results of the students through interactive learning.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

Response = Raise the projected completion level

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: ELPT.1291

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

ELPT 1291, Special Topics - Electrical

1.1 Division-Department

TDCJ - Electrical Technology

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students should have an understanding of Control Circuit Ladder Logic

1.4.2 Learning Activities

Read the required chapters complete reviews and assignments related to the chapters and test on each chapter.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

70% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary

Response = The majority of the students have met the initial goal that was projected.

1.4.5.1 Analysis and Evaluation

Response = We have been able to obtain the expected results of the students through interactive learning.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

Response = Raise the projected completion level.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: ELPT.1405

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

ELPT 1405, ELPT Basic Hydraulics

1.1 Division-Department

TDCJ - Electrical Technology

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students should have a working understanding of hydraulic systems, including types of hydraulic pumps, cylinders, valves, motors, and related

1.4.2 Learning Activities

Read the required chapters complete reviews and assignments related to the chapters and test on each chapter.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

70% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary

Response = The majority of the students have met the initial goal that was projected.

1.4.5.1 Analysis and Evaluation

Response = We have been able to obtain the expected results of the students through interactive learning.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

Response = Raise the projected completion level.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: ELPT.1411

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

ELPT 1411, Basic Electrical Theory

1.1 Division-Department

TDCJ - Electrical Technology

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The student will be able to perform a calculated analysis of series, parallel and combination DC circuits.

1.4.2 Learning Activities

Define formulas related to series, parallel and combination circuits, including ohms law, Kirchhoffs voltage law and current law; and equivalent resistance in a series, parallel and combination circuit.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Empirical and Quantitative Skills	Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

70% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary

Response = The majority of the students have met the initial goal that was projected.

1.4.5.1 Analysis and Evaluation

Response = We have been able to obtain the expected results of the students through interactive learning.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

Response = Raise the projected completion level.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

1.5 Measured Outcome**1.5.1 Student Learning Outcomes**

The student will be able to perform a calculated analysis of series/parallel AC resistive/capacitive circuits.

1.5.2 Learning Activities

Define ohms law concerning AC circuits verses DC circuits.

1.5.3 Required General Education Outcome for this SLO (LINK to selection)*General Outcomes Links*

**General
Education
(Use for
LEAPs)**

General
Education
Outcomes

Empirical and
Quantitative Skills

Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Career Entry Skills (CE): Students will be able to demonstrate academic

Career Entry Skills skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.5.4 Measure of Success

70% of the evaluated students will demonstrate an ability of 70% mastery of the objective

1.5.5 Data Summary

Response = The majority of the students have met the initial goal that was projected.

1.5.5.1 Analysis and Evaluation

Response = We have been able to obtain the expected results of the students through interactive learning.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.3 Description of Changes

Response = Raise the projected completion level.

1.5.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.5.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.5.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: ELPT.1429

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

ELPT 1429, Residential Wiring

1.1 Division-Department

TDCJ - Electrical Technology

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students should have an understanding of hardware, materials, tools, building plans and understand general NEC requirements for rough-in wiring used in residential wiring.

1.4.2 Learning Activities

Read the required chapters, complete reviews and assignments related to the chapters and test on each chapter.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
--	----------------------------------

Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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1.4.4 Measure of Success

70% of the evaluated students will demonstrate an ability of 70% mastery of the objective

1.4.5 Data Summary

Response = The majority of the students have met the initial goal that was projected.

1.4.5.1 Analysis and Evaluation

Response = We have been able to obtain the expected results of the students through interactive learning.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

Response = Raise the projected completion level.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: ELPT.1445

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

ELPT 1445, Commercial Wiring

1.1 Division-Department

TDCJ - Electrical Technology

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students should have an understanding of over current protection, raceway panel board installation, proper grounding techniques, and associated safety procedures used in commercial wiring methods.

1.4.2 Learning Activities

Read the required chapters complete reviews and assignments related to the chapters and test on each chapter.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

70% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary

Response = The majority of the students have met the initial goal that was projected.

1.4.5.1 Analysis and Evaluation

Response = We have been able to obtain the expected results of the students through interactive learning.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

Response = Raise the projected completion level.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: ELPT.2239

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

ELPT 2239, Electrical Power Distribution

1.1 Division-Department

TDCJ - Electrical Technology

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students should have a working understanding of Design, operation, and technical details of modern power distribution systems including, generating equipment, transmissions lines, plant distribution and protective devices. Includes calculations of fault current, system load analysis, Branch circuit, Feeder Circuit, and Service Entrance Requirements.

1.4.2 Learning Activities

Read the required chapters complete reviews and assignments related to the chapters and test on each chapter.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
---------------------	---

1.4.4 Measure of Success

70% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary

Response = The majority of the students have met the initial goal that was projected.

1.4.5.1 Analysis and Evaluation

Response = We have been able to obtain the expected results of the students through interactive learning

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

Response = Raise the projected completion level.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: GAME.1303 (TDCJ)

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

GAME 1303, Introduction to Game Programming

1.1 Division-Department

TDCJ - Computer Information Technology

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General	General
Education (Use	Education
for LEAPs)	Outcomes

Technology

Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The students will demonstrate an understanding of computer game program development and how it is used in the computer gaming industry.

1.4.2 Learning Activities

Instructor created exams will be used to evaluate student comprehension of the computer systems and software. Performance on course assignments will be used to determine the students comprehension of the computer game programming development.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General	General
Education (Use	Education
for LEAPs)	Outcomes

Technology

Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating

1.4.4 Measure of Success

70% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary

All students were able to complete a game program
All students evaluated were able to complete a gaming program.

1.4.5.1 Analysis and Evaluation Student are able to complete basic game program programs.

Students are able to complete a basic game program by end of cycle.

Even this last cycle that was affected by a lock-down on the unit.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes Modified sections of 2 textbooks will be used.

Will modify the number and quantity of chapters used in current textbooks until we can get updated software that can be used in our close (no internet) environment.

1.4.5.4 Distance Learning: Analysis and Evaluation NA

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: HALT.1401

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

HALT.1401, Principles of Horticulture

1.1 Division-Department

TDCJ horticulture

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Student will be able to visually identify all parts of a plant. Students will have to visually recognize and verbally identify parts of a plant.

1.4.2 Learning Activities

Exams, discussion, teacher demonstration, and by properly identifying parts of the plant.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
--	----------------------------------

Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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1.4.4 Measure of Success

85% of students will demonstrate the knowledge and ability to properly identify plant parts with a 70% mastery of the objective.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

All students were capable of visually identify all parts of a plant on written exams, practical applications in the lab, and oral exams.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

Plant part purpose and characteristics will be added as well as identification of plant parts to increase knowledge.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: HALT.1422

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

HALT 1422, Horticulture Landscape Design

1.1 Division-Department

TDCJ - Horticulture

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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1.4 Measured Outcome

1.4.1 Student Learning Outcomes

All students will demonstrate the safe operation of a 0 turn mower.

1.4.2 Learning Activities

Reading, discussion and teacher demonstration and by demonstrating the safe operation of the 0 turn mower.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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1.4.4 Measure of Success

All students will score 100% on 0 turn safety test and safely demonstrate the proper use of the 0 turn mower.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

There is no 0 turn mower available for demonstration.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

The SLO will be changed due to no 0 turn mower available for demonstration.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: HALT.2423

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

HALT 2423, Horticulture Pest Control

1.1 Division-Department

TDCJ - Horticulture

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
--	----------------------------------

Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The student will identify multiple insects and chemical controls for them. The insects will be those found in the greenhouse setting.

1.4.2 Learning Activities

Students will be able to properly identify chemical control for that insect. Through reading and discussion and teacher demonstration.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
--	----------------------------------

Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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1.4.4 Measure of Success

Students will score 75% or better on all written exams and lab exercises.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

All students were able to identify common greenhouse insects and properly administer pesticide for control in the greenhouse by instructor demonstration, previous study, and discussion.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

More organic pest control will be discussed and practically applied by the student.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: HART.1401 (TDCJ)

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

HART 1401, Basic Electricity for HVAC

1.1 Division-Department

TDCJ - Air Conditioning/Refrigeration

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Student will learn how to Identify different types of wiring diagrams, meter usage, motor testing, capacitor testing, as well as other electrical functions.

1.4.2 Learning Activities

Schematic Reading
Electrical Trainer
Motor Testing
Capacitor Testing
Compressor Motor Testing
Diagram Drawing
Electrical Symbols
Circuit Board Testing
Meter Usage
Motor Data Plate Information

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

75% of the evaluated students will demonstrate an ability of 80% mastery of the subject

1.4.5 Data Summary

The students have learned how to properly use the tools, meters and there functions which will better enable them to perform daily work duties

1.4.5.1 Analysis and Evaluation

Learning the proper functions of meters and tools is important. This will help the students as they begin learning troubleshooting techniques in the future

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

We were able to purchase the latest edition of the HVAC textbook which includes the most recent updates to changes being made in the Industry

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: HART.1403 (TDCJ)

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

HART 1403, A/C Refrigerant Control Principles

1.1 Division-Department

TDCJ - Air Conditioning/Refrigeration

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
--	----------------------------------

Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Student will learn how to Identify different types of refrigerant control devices, pressure controls, electrical controls, interpreting wiring diagrams and troubleshooting methods.

1.4.2 Learning Activities

Interpreting Wiring Diagrams
Identify Motor Controls
Identify Oil Controls]
Identify Pressure Controls
Identify Thermostat Controls
Control Diagnosing
Refrigerant Flow Controls
Computer Lab Software Program

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
--	----------------------------------

Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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1.4.4 Measure of Success

75% of the evaluated students will demonstrate an ability of 80% mastery of the subject

1.4.5 Data Summary

The student learning outcomes were mastered as the content being taught proved to be beneficial and the students grade scores reflected an understanding of the subject

1.4.5.1 Analysis and Evaluation

The hands on method teaching the students the subject was successful in the students learning there objectives

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

Obtaining new up to date textbooks as well as updated equipment to work on has really helped the students to understand the basics needed to excel in this field

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: HART.1407 (TDCJ)

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

HART 1407, Refrigeration Principles

1.1 Division-Department

TDCJ - Air Conditioning/Refrigeration

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General	General
Education	Education
(Use for	Outcomes
LEAPs)	

Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will learn the principles of heat, the basic refrigeration cycle, temperature/pressure relationship as well as being able to identify and use tools of this industry. Also learning to braze, and work with copper will be addressed.

1.4.2 Learning Activities

T/PCHART
REFRIGERANT CYCLE
TOOL IDENTIFICATION
SURFACE PREPARATION
CUTTING
REAMING
SWAGING
FLARING
SOFT SOLDERING
BRAZING
PRESSURE TEST
TUBE BENDING
SAFTEY TRAINING

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General	General
----------------	---------

Education (Use for LEAPs)	Education Outcomes
--	-----------------------

Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
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1.4.4 Measure of Success

75% of the evaluated students will demonstrate an ability of 80% mastery of the subject

1.4.5 Data Summary

Most of the students demonstrated more than an 80% score on the subjects taught in this cycle

1.4.5.1 Analysis and Evaluation

In observing the students work as they learned the skills being taught in this course we found that they were able to comprehend and conquer the projects they worked on

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

We were able to offer more hands on projects to the students which enabled them to get more practice and this proved to be helpful in mastering the subject

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: HART.1445 (TDCJ)

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

HART 1445, Gas and Electric Heating

1.1 Division-Department

TDCJ - Air Conditioning/Refrigeration

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will learn the principles and procedures used in servicing and troubleshooting heating systems including gas furnaces and electric heating units. The installation process is also covered in this section.

1.4.2 Learning Activities

COMPONENT IDENTIFICATION
INSTALLATION PROCEDURES
START-UP PROCEDURES
PROPER USE OF TOOLS
TROUBLESHOOTING
SAFETY TRAINING
GAS TRAINER
INTERACTIVE SOFTWARE

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

75% of the evaluated students will demonstrate an ability of 80% mastery of the subject

1.4.5 Data Summary

Most of the students were able to score 80% or better on the testing being done in this course which is a good indication that they are learning the content

1.4.5.1 Analysis and Evaluation

The method of teaching this course was successful in the students ability to learn the content being taught.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes

Having the students do more hands has proved helpful for their understanding of troubleshooting methods and general operation of equipment

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: ITSE.1291 (TDCJ)
Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

ITSE 1291, Special Topics in Computer Programming

1.1 Division-Department

TDCJ - Computer Information Technology

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Technology

Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The students will demonstrate an understanding of java program development and how it is used in the computer industry.

1.4.2 Learning Activities

Instructor created exams will be used to evaluate student comprehension of the computer systems and software. Performance on course assignments will be used to determine the students comprehension of the computer programming development.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs) General Education Outcomes

Technology

Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating

1.4.4 Measure of Success

70% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary

All students during the reporting period were able to complete the java material with a 70% or better average.

1.4.5.1 Analysis and Evaluation Complete

All students during the reporting period were able to successfully obtain a 70% or higher average. Students can create java programs used in a variety of applications.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes I would like to see us use newer development tools but no i

I would like to see us use newer development tools but no internet access is available for us to be able to install newer software.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

2 Course

ITSE 1291, Special Topics in Java

2.1 Division-Department

TDCJ - Computer Information Technology

2.2 Course Type

WECM Course (nonTransfer)

2.3 Required General Education Outcomes for Course (LINK to selection)*General Outcomes Links*

General Education (Use for LEAPs)	General Education Outcomes
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Technology

Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating

2.4 Measured Outcome**2.4.1 Student Learning Outcomes**

The students will demonstrate an understanding of java program development and how it is used in the computer industry.

2.4.2 Learning Activities

Instructor created exams will be used to evaluate student comprehension of the computer systems and

software. Performance on course assignments will be used to determine the students comprehension of the computer programming development.

2.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
--	----------------------------------

Technology

Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating

2.4.4 Measure of Success

70% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

2.4.5 Data Summary Success

All students for this class had a 70% or greater average.

2.4.5.1 Analysis and Evaluation Java course work is one of the easier classes.

Since it is one of the easier course in my curriculum I do not see making changes at this time.

2.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

2.4.5.3 Description of Changes Pending ability to get new software without internet access

Would like to see about new software that will operate in our environment.

2.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

2.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

2.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: ITSE.1307 (TDCJ)
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

ITSE 1307, Introduction to C++ Programming

1.1 Division-Department

TDCJ - Computer Information Technology

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
--	----------------------------------

Technology

Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The students will demonstrate an understanding of C++ computer program development and how it is used in the computer industry.

1.4.2 Learning Activities

Instructor created exams, Chapter questions, and projects from the textbook will be used to evaluate student comprehension of C++ program development. Performance on course assignments will be used to determine the students comprehension of computer program development.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Technology

Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating

1.4.4 Measure of Success

70% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary Student success. All students successfully passed material
 All students were able to maintain a 70% or higher average.

1.4.5.1 Analysis and Evaluation Cplus course material was modified due to lost time.

We had lost time due to a cycle lock-down but, all students were able to maintain a 70% or better average.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes Changes to chapters used in textbooks

Modified the material we used with the two books , this helped the students gain a better understanding of the material.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: ITSE.1325 (TDCJ)

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

ITSE 1325, Personal Computer Repair

1.1 Division-Department

TDCJ - Computer Information Technology

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Technology

Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The student will be able to disassemble a PC, Re-assemble that PC, and install an Operating System on that PC.

1.4.2 Learning Activities

Students will over the course of the class take one of several computers apart, put them back together, and load one of our Windows operating systems on that computer.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
--	----------------------------------

Technology

Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating

1.4.4 Measure of Success

70% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary

Students were able to take perform requested tasks.

Students were able to tear the computers down, re-assemble them and then load the Window 7 operating systems

1.4.5.1 Analysis and Evaluation Student have multiple chances to do this process
So at this time no changes are being made.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes Hands-on labs with students seems to work.
At this time no changes are being made.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: ITSE.1331 (TDCJ)
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

ITSE 1331, Visual Basic Programming

1.1 Division-Department

TDCJ - Computer Information Technology

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General	General
Education (Use	Education
for LEAPs)	Outcomes

Technology

Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The students will demonstrate an understanding of Visual Basic computer program development and how it is used in the computer industry to develop Visual Applications.

1.4.2 Learning Activities

Instructor created exams, Chapter questions, and projects from the textbook will be used to evaluate student comprehension of the Visual Basic program development. Performance on course assignments will be used to determine the students comprehension of computer program development.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General	General
Education (Use	Education
for LEAPs)	Outcomes

Technology

Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating

1.4.4 Measure of Success

70% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary

All students were able to get a 70% or above on all tests
 All students were able to obtain a 70 % better on the Final exam.

1.4.5.1 Analysis and Evaluation Students have good understanding of VB applications.

Students are able to complete a wide range of Visual Basic applications and see where they can be applied in the computer industry.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes Need internet access for any new software or text

To be able to use any new textbooks we must get some internet access. That is an issue at TDCJ

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: POFI.1204 (TDCJ)

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

POFI 1204, Computer Fundamentals

1.1 Division-Department

TDCJ - Computer Information Technology

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General	General
Education (Use	Education
for LEAPs)	Outcomes

Technology

Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The students will demonstrate an understanding of the computer systems, computer hardware, basic computer procedures, used in businesses and other segments of todays society.

1.4.2 Learning Activities

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 students comprehension of the computer hardware, the computer system, and the computers operations and procedures.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General	General
Education (Use	Education
for LEAPs)	Outcomes

Technology

Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating

1.4.4 Measure of Success

70% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary Students are able to identify the varius hardware components

All students can successfully complete the hardware identification handout with a 70 or better success

rate.

1.4.5.1 Analysis and Evaluation Hands-on labs lead to success.

All students evaluated were able to identify computer hardware and what each component is used for. I don't see a need for any changes at this time.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes Internet access would be very useful.

If we can get internet access for the students I would use some on-line software like Testout.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: POFI.1301 (TDCJ)
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

POFI 1301, Computer Applications I

1.1 Division-Department

TDCJ - Computer Information Technology

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General	General
Education (Use	Education
for LEAPs)	Outcomes

Technology

Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The students will demonstrate an understanding of the computer software usage needed in creating, saving, editing, and displaying: text documents, spreadsheet documents, database files, and the integration of this software in businesses and other segments of today's society.

1.4.2 Learning Activities

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 students' comprehension of the computer operations and the understanding of software applications.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General	General
Education (Use	Education
for LEAPs)	Outcomes

Technology

Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating

1.4.4 Measure of Success

70% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary All students showed a 70% or better average.

All students were able to demonstrate application software usage with a 70% or higher average.

1.4.5.1 Analysis and Evaluation Students are able to use application software in class.

Students are able to use the textbook to create and modify documents, spreadsheets, and database files. All averages were at a 70% or higher level on all work.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.3 Description of Changes Would like new textbooks and new Office software.

Would like new textbooks but also the ability to make Office 2016 software work on the unit without internet.

So far not going to work without it.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

Not applicable Curricular revisions (i.e. textbook, resources, etc.)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: WLDG.1421 (TDCJ)

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

WLDG 1421, Introduction to Welding Fundamentals

1.1 Division-Department

TDCJ -Welding

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Communication Skills Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will be able to select proper oxy-acetylene welding tip size for various metal thickness, adjust torch to neutral flame, and perform a corner weld without filler rod.

1.4.2 Learning Activities

Students use manufacturers charts to select proper tip for metal thickness, Attach welding blowpipe to torch body, set proper oxygen and acetylene pressures, use proper tip angle, control puddle to complete corner weld.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Communication Skills Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

80% of students will perform mastery of this skill.

1.4.5 Data Summary

95% of students were able to master the oxy-acetylene corner weld without filler rod.

1.4.5.1 Analysis and Evaluation

Students observed instructor performing the corner weld with the proper technique, and were able to better understand the required skill and process.

As a result, 95% of the students were able to master the skill.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

Next year the same process will be used, and the benchmark will be 90% mastery.

1.4.5.4 Distance Learning: Analysis and Evaluation

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

1.4.5.6 Distance Learning: Description of Changes

Program Name: WLDG.1430 (TDCJ)

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

WLDG 1430, Introduction to Gas Metal Arc Welding

1.1 Division-Department

TDCJ - Welding

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Communication Skills Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will be able to perform a vertical butt weld, a vertical t-weld, and a vertical multipass weld using the GMAW welding process.

1.4.2 Learning Activities

After instructor demonstration, observing welding video presentation, and reading text assignment, students will perform the t-weld, butt weld and multipass weld in the vertical position.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

**General
Education
(Use for
LEAPs)** General
Education
Outcomes

Communication Skills Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4.4 Measure of Success

80% of Students will perform mastery of this skill.

1.4.5 Data Summary

85% of students were able to master the vertical t,butt, and multipass welds.

1.4.5.1 Analysis and Evaluation

after video presentation, demonstrations by the Instructor, and practice by students, 85% of the students mastered the welds. The welds were turned in to the Instructor for grading and were scored according to uniformity, freedom from undercut, and proper fill.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

The same instructional strategy will be used with the benchmark being increased to 85%.

1.4.5.4 Distance Learning: Analysis and Evaluation

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

1.4.5.6 Distance Learning: Description of Changes

Program Name: WLDG.1457 (TDCJ)

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Course

WLDG 1557, Intermediate Shielded Metal Arc Welding

1.1 Division-Department

Career and Technology - Welding

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Students will be able to perform a root pass, intermediate pass, and cover pass in a single v butt joint on 3/8 inch plate using a 6010 and a 7018 electrode that will pass a face and root bend test. This will be done in the flat position.

1.4.2 Learning Activities

After reading the assigned text, observing a welding video presentation, and a demonstration from the instructor, students will prepare a 60 degree single V butt joint on 3/8 inch plate. Students will weld a root pass using E6010 electrode, and an intermediate and cover pass using a E 7018 electrode. This will be done in the flat position. This weld joint will be subjected to a face bend test and a root bend test.

1.4.3 Required General Education Outcome for this SLO (LINK to selection)

General Outcomes Links

General Education (Use for LEAPs)	General Education Outcomes
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Critical Thinking	Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Career Entry Skills	Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain

entry-level employment in a target occupation

1.4.4 Measure of Success

80% of Students will perform mastery of this skill.

1.4.5 Data Summary

80% of the students were able to master the single v butt joint weld bend test.

1.4.5.1 Analysis and Evaluation

After viewing video , instructor demonstrations, and practice in the lab, 80% of the students mastered the face bend test, and the root bend test.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

The benchmark for success will be raised to 85% for the next year.

1.4.5.4 Distance Learning: Analysis and Evaluation

1.4.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation

1.4.5.6 Distance Learning: Description of Changes

Administrative Support Services

Program Name: 3.3.1.2 Associate VP of Enrollment Management
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal

To develop power point training for operations in the Registrar's Office.

1.1 Outcome Description

Develop power point training for admissions records, and transcript evaluation.

1.2 Implementation Strategy

Will work on power points need in conjunction with Registrar's staff and needs they feel need to be addressed.

1.3 Assessment Method

Power Points will be on the Registrar's Office share drive along with dates of training.

1.4 Criterion (Expected Outcome)

Records will be more in line with state reports and not as many errors will need to be corrected and students told different information.

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

The more stream lined information is presented to the student then there is less confusion.

1.7 Strategic Plan Relationship - LINK to selection

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes)	2 Enhance the College
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2.1.1	Improve efficiency, productivity, and resources in the graphic and print design department
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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)

This was achieved. Training presentations were done throughout the college with appropriate personnel. These power points exist on the Registrar's office share drive

1.13 Changes as a Result of Evaluation

This objective was met

2 Goal

Increase the percentage of free world graduates, including associate degrees and certificates so that fiscal year graduates is 20% of Fall enrollment by the year 2020

2.1 Outcome Description

The graduation percentage will be to increase yearly graduation to an overall 20% of fall semester enrollment.

2.2 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. The inviting students back to enroll to graduate.

2.3 Assessment Method

To determine the percentage of students graduation will be to take the Fall enrollment against the FY number of graduates.

2.4 Criterion (Expected Outcome)

The outcome will be that more students will complete graduation resulting in more success points under completion

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

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes)

1 Enhance the Student

1.3.1

Increase the number of graduates in associate degrees and certificates each year

1.3.5

Increase the number of reverse transfer graduates each year

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

Fall 14 enrollment = 6997; FY 14-15 graduates = 957; grad rate 13%

Fall 15 enrollment = 6287; FY 15-16 = 980; grad rate = 15.59%

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

Graduation rate calculated in the following way is:

Fall 2016 enrollment--6949

Number of graduates from Sept 2016 to August 2017--1425

Graduation of 20.5%

2.13 Changes as a Result of Evaluation

Continue and add things to increase the rate even higher

Program Name: 3.3.1.2 Associate VP of Facilities Management
Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal

Pending project approval by the Board of Trustees, Facilities Management will manage the design, construction, and occupancy of an expanded Health Sciences Center by 2020.

1.1 Outcome Description

Accomplishing this goal will provide an expanded Health Science Center with more college classrooms, testing centers, training areas that include hospital settings for several nursing labs, additional skills labs, library space, faculty and staff offices, student lounge, and meeting space for several sized groups with an anticipated completion before 2020. This work will also provide for other future college needs at the selected site.

1.2 Implementation Strategy

College staff with board approval will provide supervision for the employment via a fully executed contract of our selected architectural firm Randall Scott Architects. College staff and Randall Scott will have at least four stages of work on the new facility. First stage will charge Randall Scott Architects the responsibility to develop the team of engineers, draftsman, planners, and architects necessary in the composition of the college approved plans, specification, and construction methods necessary to rework the selected building site to the college needs. These plans will be submitted and gain approval of the necessary state, college, and city approvals to complete the building as drafted.

During the second stage this firm will assist the college as it selects the construction completion method and firm to complete all the required construction listed in the approved plans. Also at this stage the final approved drawing will be issued and the final construction budget will be develop into a construction contract that will solidify the construction expenses. During the third stage the Architect will supervise the college chosen construction firm to make sure that the building meets the needs of the college. The final stage will be to assist the college in its furniture and equipment needs to operate the building for many years into the future.

1.3 Assessment Method

Once the final site negotiations are completed we anticipate at start date of around Winter 2016 with full completion expected in mid 2019. During the over 2 year completion period we anticipate a multiple completion cycle point. Each major completion point will be assessed, measured against a 100 % completion cycle, and reported to the decision makers and various work groups within the college.

1.4 Criterion (Expected Outcome)

We expect to finish the construction, move, and occupy an additional 75,000 space feet in mid 2019. The facility is expected to be a newly repurposed facility to meet the current and future needs of our Health Science training requirements. The building site will also give the college room for additional chosen future expanded departments.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Quality Enhancement Plan (QEP)

1.5.1 Narrative of the relationship to the QEP

The completion of this work has not direct impact on the specifics of our QEP plan.

1.6 Relationship to Unit Mission

The goal of this work as a part of our Strategic plan will enhance the college facilities. We will be able to engage more student and programs with the enlarged facility space.

1.7 Strategic Plan Relationship - LINK to selection

2.3 Facilities Management

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 2 Enhance the College

2.3 Facilities Management

Facilities Management

1.7.1 Strategic Plan Relationship Narrative

The strategic plan goal number 5.2.3 Action Area Outcomes: Facilities management will be fully completed as a part of this work.

1.8 Operational Budget Implications

We expect additional operating budget funds will be required with this completed work. College Administration has developed a 5 year budget plan that will be tracked annually. Budgeted spending adjustments will be reviewed, adjusted, and approved by our board.

1.9 Personnel Budget Implications

Several college staff members will be involved in the completion of this goal but no staff additions are planned in that process. After the building is occupied several staff additional are expected and will be justified when required.

1.10 Equipment Budget Implications

The college planning for this goal included additional college equipment along with moving of existing equipment. Budgets and funding sources have been identified and will be expanded as the goal is completed.

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

Board has approved current budgets, timelines, and contracted firms to accomplish this multiple year task.

1.13 Changes as a Result of Evaluation

Program Name: 3.3.1.2 Coordinator of Institutional Research
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal

Increase the awareness of availability of survey and data information available on the Institutional Research web page of the TVCC website to faculty and staff.

1.1 Outcome Description

Increase the awareness of TVCC student and facility survey and data information to TVCC faculty and staff.

1.2 Implementation Strategy

Create a checklist system that will help insure that surveys and data are posted to web page in a timely manner. Send out notices making faculty and staff aware of what is available on the web page.

1.3 Assessment Method

Previous request for survey information and data already posted on the web page will be compared with future request.

1.4 Criterion (Expected Outcome)

Easier and faster access to survey and data information.

1.5 Relationship to the Quality Enhancement Plan (QEP)

1.5.1 Narrative of the relationship to the QEP

N/A

1.6 Relationship to Unit Mission

1.7 Strategic Plan Relationship - LINK to selection

2.6 Institutional Effectiveness

General Outcomes Links

Strategic Plan 2
(Use for Enhance
Administrative the
Outcomes) College

2.6.2

Provide on-going support and training to ensure that assessment cycles are enforced to 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

1.7.1 Strategic Plan Relationship Narrative

This plan is to improve efficiency in the institutional research office so it does not directly relate to the strategic planning goals.

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)

Survey and report schedules are in the group calendar. Notices are sent to faculty and staff. As data requests come in, if the data is on the IR web page the requester is informed and sent a link to the requested data along with a copy of the dataset.

1.13 Changes as a Result of Evaluation

People are learning to use the web page for data. This item cannot be measured as we do not have a page hit counter. A service desk ticket has been opened to request a page hit counter that can be added to our web pages.

To help improve survey participation, we will focus on two surveys. One will be an online employee one and the other a paper based student one.

2 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.

2.1 Outcome Description

2.2 Implementation Strategy

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.

To increase the distance learning classes, selected Learning Framework classes will make taking the test a requirement. Wendy Elmore agreed as per September 19, 2016. Maribeth McAnally was requested to make mandatory September 19, 2016 via email.

2.3 Assessment Method

The count of on-line students taking the test will be used to show increased participation. Test scores will continue to 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.

2.4 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.

2.5 Relationship to the Quality Enhancement Plan (QEP)

2.5.1 Narrative of the relationship to the QEP

N/A

2.6 Relationship to Unit Mission

2.7 Strategic Plan Relationship - LINK to selection

2.6 Institutional Effectiveness

General Outcomes Links

Strategic Plan 2
(Use for Enhance
Administrative the
Outcomes) College

2.6.2

Provide on-going support and training to ensure that assessment cycles are enforced to 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

2.7.1 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.

2.8 Operational Budget Implications

Cost of tests budgeted and approved.

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)

College students continue to show improvement from fall to spring. The HS students actually declined in being proficient in writing at level 3. The college and HS students will continue to be separated as

this division seems to reflect more accurate data.

We continue to have issues with participation of online students. Making required in Learning Framework has been rejected. We will continue to look for ways to improve participation of the online students.

2.13 Changes as a Result of Evaluation

The college and HS students will continue to be separated as this division seems to reflect more accurate data.

We continue to have issues with participation of online students. Making required in Learning Framework has been rejected. We will continue to look for ways to improve participation of the online students. Email and a potential meeting will be used for brainstorming ideas.

Program Name: 3.3.1.2 Director of Accounting Services and Controller
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal

Continued sustainability for the Business Office during 2016-2017 with a focus on electronic file conversion for the accounts payable office.

1.1 Outcome Description

The Business Office staff will continue the sustainability goal from FY16 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. An additional goal of the Business office during FY17 is to conversion of the accounts payablepaper files to electronic files using Image Now.

1.2 Implementation Strategy

The same implementation strategy from FY16 for sustainability of the Business Office will be used to determine the improvement of 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.
- Management Reports are completed within 7 days after the financials are finalized.

The implementation strategy for the accounts payable electronic file conversion will be monitored and measured by the conversion of FY16 and FY17 paper files scanned into Image Now and linked to the appropriate electronic vendor folder.

1.3 Assessment Method

To assess continued sustainability, each month the task completion date will be logged in a spreadsheet for the following two tasks. At the end of the year the percentage will be compiled to determine if the Business Office is sustainable compared to fiscal year 2016 data.

- The closing of financials by the following 10th of each month for previous month.
- Management reports are completed within 7 days after the financials are finalized.

The accounts payable electronic file conversion will be monitored and measured by the following two action items. In order to determine success, a percentage will be based on how many months of successful conversion is complete and the total months of files to scan.

- All FY2015-2016 paper files converted to electronic files
- Current FY17 paper files converted and scanning is up to date

1.4 Criterion (Expected Outcome)

The expected outcome is the deliverables will be meet with 100% completion by due dates.

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

2.1 Business Operations

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 2 Enhance the College

2.1 Business Operations

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 as the cost of the Image Now licenses will be included in the budget amount requested for FY17.

1.9 Personnel Budget Implications

The Business Office has hired a federal work study student to help with the implementation and conversion of the Accounts Payable files. Therefore, personnel budget implications are not expected during FY16-17.

1.10 Equipment Budget Implications

Equipment budget implications are not expected during FY16-17.

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

The results for closing the financials by the 10th of the following month for the previous month improved in overall process however the success measurement of 8% success rate doesn't clearly reflect the improvements for 2016-2017.

The Management Reports were completed within 7 days after the financials were finalized with 92% success rate. The success was due to the recent hire and new position of Senior Business Analyst.

The electronic file conversion for Accounts Payable vendor files was not successful due to the implementation process required more time than anticipated.

1.13 Changes as a Result of Evaluation

The staffing changes in the Business Office and the addition of the Senior Business Analyst position has affected the month end close process and management preparation positively. Both goals have been met with great improvement over the past 2.5 years.

The conversion of electronic vendor files in Accounts Payable is currently still in the process of set up. The Accounts Payable Department is working with IT and Admin Computing to set up Image Now and linking to the iSeries. The task involved more time for the initial set up process than anticipated. This task will be the main focus for 2017-2018.

Program Name: 3.3.1.2 Director of Bookstore Services
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal

Improve the TVCC Bookstore's web presence by increasing the number of general merchandise items available for purchase through the website.

1.1 Outcome Description

Enhance the TVCC Bookstore's website by adding more clothing options for purchase online.

1.2 Implementation Strategy

Using the current eFollett merchandise management system, add new clothing items on a regular basis as new inventory is received. Update merchandise on the website on a regular basis to keep inventory current.

1.3 Assessment Method

Monitor sales of general merchandise through the Bookstore website on a monthly basis.

1.4 Criterion (Expected Outcome)

General merchandise sales through the Bookstore website should increase with more items available for sale through the site.

1.5 Relationship to the Quality Enhancement Plan (QEP)

1.5.1 Narrative of the relationship to the QEP

Students and their families, as well as the general public, will be more engaged in student life at TVCC with easier options for purchasing school-related items.

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.

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.1 Student Engagement

Student Engagement

1.7.1 Strategic Plan Relationship Narrative

Supporters of TVCC will have more convenient options for purchasing school-related items.

1.8 Operational Budget Implications

No additional funding needed.

1.9 Personnel Budget Implications

No changes in personnel needed.

1.10 Equipment Budget Implications

None

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

The Bookstore has changed procedures for updating our website on a regular basis - usually weekly - to add new merchandise to the site. Staff has become more familiar with the eFollett merchandise management system and new merchandise can be added in a more timely manner. We have increased the number of items available for purchase through the website, but will continue to increase this number going forward.

1.13 Changes as a Result of Evaluation

We have not seen an increase in sales of merchandise through our website at this point. These sales can be seasonal and hopefully we will see more sales as football season begins. We do feel that we are offering a better customer experience through our website by increasing these offerings and plan to continue to add merchandise on a regular basis. We also hope to have more customer exposure to the Bookstore with the launch of the new TVCC website.

Program Name: 3.3.1.2 Director of Building Services
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

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 Human Resources will review other departmental procedures, as well as external peer college procedures to determine best practices to fairly compensate 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 to the next step by the college administration.

1.4 Criterion (Expected Outcome)

Building Services staff will be available to complete necessary work on an emergency or as needed basis outside of regularly assigned work hours with adequate compensation for the additional hours worked.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Goal #1: Students will improve collegiate survival skills through a mandatory Learning Framework Course

1.5.1 Narrative of the relationship to the QEP

This goal is 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

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 2 Enhance the College

2.3 Facilities Management

Facilities Management

1.7.1 Strategic Plan Relationship Narrative

Provide for the college facility labor needs at all necessary times to complete assigned tasks.

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 additional personnel budget implications is believed to be required.

1.10 Equipment Budget Implications

No equipment budget implications expected.

1.11 Personal Notes

No notes required.

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

The implementation of the On Call policy has not been completed due to needing to align all college On Call policies to have the same compensation structure.

1.13 Changes as a Result of Evaluation

Program Name: 3.3.1.2 Director of Campus Police and Public Safety
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal

Purchase patrol rifles for the police department

1.1 Outcome Description

Purchasing patrol rifles for the police department will allow officers to provide a higher level of protection for the college community, in the event of an emergency.

1.2 Implementation Strategy

The department will draft and adopt a new patrol rifle policy.
 All TVCC police officers will attend and successfully pass a TCOLE approved patrol rifle training course. This course tests each officers knowledge of state laws and the officer proficiency with the rifle.

1.3 Assessment Method

Officers will re-qualify yearly with the patrol rifles to ensure proficiency. Qualifications shall be retained in the officers personnel file.

1.4 Criterion (Expected Outcome)

TVCC police officers are able to provide a higher level of protection to the college community in the event of an emergency.

1.5 Relationship to the Quality Enhancement Plan (QEP)

1.5.1 Narrative of the relationship to the QEP

Providing a safer campus environment.

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.

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.1 Student Engagement

Student Engagement

1.7.1 Strategic Plan Relationship Narrative

N/A

1.8 Operational Budget Implications

N/A

1.9 Personnel Budget Implications

N/A

1.10 Equipment Budget Implications

\$2,500.00

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

The TVCC police department wrote and implemented a new patrol rifle policy. The police department also purchased two patrol rifles for officers.

1.13 Changes as a Result of Evaluation

The plan results were met for this outcome.

Program Name: 3.3.1.2 Director of Client Support Services
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

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. Client Support Services works closely with Systems Support and Network Support to accomplish many of these daily tasks.

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)

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

This is a narrative of how this outcome relates to your planning or department unit's mission. In many cases planning units do not have a mission – if this is the case, please leave this blank.

1.7 Strategic Plan Relationship - LINK to selection

2.4 Technology

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 2 Enhance the College

2.4 Technology

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)

1.13 Changes as a Result of Evaluation

2 Goal BIOS configuration

Client Support Services has implemented 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. These configuration file may be installed manually or the Faronics console. Soon we will implement a process for using SCCM to accomplish this task.

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)

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

Strategic Plan (Use for Administrative Outcomes) 2 Enhance the College

2.4 Technology

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)

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

3.1 Outcome Description

Client Support Services completes a hardware refresh every five to six years.

3.2 Implementation Strategy

Client Support Services will remove retired hardware from labs, faculty and staff offices then wipe the hard drive according to DOD standards. Many of these devices get sent 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)

3.5.1 Narrative of the relationship to the QEP

Not related to the Learning Initiative

3.6 Relationship to Unit Mission

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

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.1 Student Engagement

Student Engagement

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 55 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

4.1 Outcome Description

Keeping our client images standardized allows Client Support Services the ability to quickly and consistently re image computer hardware.

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 technical support and security as well as minimize client downtime.

4.5 Relationship to the Quality Enhancement Plan (QEP)

4.5.1 Narrative of the relationship to the QEP

4.6 Relationship to Unit Mission

4.7 Strategic Plan Relationship - LINK to selection

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 2 Enhance the College

2.4 Technology

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

Standard images gives Client Support Services the ability to insure quick response in the event a client computer must be replaced or rebuilt.

3.1.2 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 2,092 to 2,133 which was a 1.9% increase as compared to last year.

1.13 Changes as a Result of Evaluation

While there was an increase, it wasn't as significant as expected. In the previous year, the increase was around 30%, but that could be due to a whole new social media strategy being implemented that year, and this year we sustained more than we grew. I am going to decrease the % increase for the goal next year, and if after next year we don't see substantial increase, we will re-evaluate the goal completely and possibly change that.

Program Name: 3.3.1.2 Director of ERP Programming
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal

Update the Personnel and Payroll systems to allow editing and processing of new insurance plans.

1.1 Outcome Description

ERS has a new vision plan and a new higher deductible health plan available. Update the Personnel and Payroll systems to allow editing and processing of new insurance plans allowing employees to select these options.

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 programs/objects that act on the databases/tables to create desired results.

1.3 Assessment Method

TVCC employees will be able to choose the new options offered by ERS for vision and higher deductible health plans.

1.4 Criterion (Expected Outcome)

Employees have selected the vision plan making the updates required to be in place by September payroll for the vision plan. The updates for the higher deductible health plan need to be in place by the October payroll.

1.5 Relationship to the Quality Enhancement Plan (QEP)

1.5.1 Narrative of the relationship to the QEP

N/A

1.6 Relationship to Unit Mission

1.7 Strategic Plan Relationship - LINK to selection

2.4 Technology

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 2 Enhance the College

2.4 Technology

Technology

1.7.1 Strategic Plan Relationship Narrative

TVCC Computer Systems will be updated allowing employees to choose additional options by ERS.

1.8 Operational Budget Implications

Work will be performed in the normal operating budget 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%). The new options for insurance plans from ERS are now part of the Human Resources' programs.

1.13 Changes as a Result of Evaluation

Human Resources can now enter the new insurance options into their computer system.

2 Goal

Develop the new TRS reporting system TEAMS for TVCC, replacing TRAQS.

2.1 Outcome Description

TRS developed a new reporting system, TEAMS. TVCC is required to change their existing TRS reporting system to meet the requirements of the new system, TEAMS.

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 programs/objects that act on the databases/tables to create desired results.

2.3 Assessment Method

TVCC will develop a new reporting system, TEAMS to report employee information to TRS.

2.4 Criterion (Expected Outcome)

TVCC will be certified by TRS by 12/31/2016 to use the new reporting system. The new TEAMS system will be implemented by TRS 9/1/2017, TVCC will be able to report data to TRS using the new system.

2.5 Relationship to the Quality Enhancement Plan (QEP)**2.5.1 Narrative of the relationship to the QEP**

N/A

2.6 Relationship to Unit Mission**2.7 Strategic Plan Relationship - LINK to selection**

2.4 Technology

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 2 Enhance the College

2.4 Technology

Technology

2.7.1 Strategic Plan Relationship Narrative

TVCC Computer Systems will be updated meeting TRS requirements for reporting employee data.

2.8 Operational Budget Implications

Work will be performed in the normal operating budget 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 not met. TRS' new system is still unavailable. Test files were sent to TEAMS (TRS' new system) but they have not gone into production.

2.13 Changes as a Result of Evaluation

An entire system has been developed to create and update files of data to be sent to TEAMS. Data for TRS employees as well as non TRS employees will be sent to TEAMS when this system is implemented.

3 Goal

Update the TVCC Computer System to remove the limitation of fees charged.

3.1 Outcome Description

Update many of the existing TVCC computer systems, such as, Registration, Financial Aid and Business Office systems, to remove the limitation of \$999.99 in General Fees, Out of District Fees and Non Funded Course Fees.

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 programs/objects that act on the databases/tables to create desired results

3.3 Assessment Method

TVCC students will be charged the full amount of their fees without having a limitation of \$999.99.

3.4 Criterion (Expected Outcome)

Starting with Fall 2017 Registration, TVCC will be able to collect the amount in full for General Fees, Out of District Fees and Non Funded Course Fees that currently have a limitation.

3.5 Relationship to the Quality Enhancement Plan (QEP)

3.5.1 Narrative of the relationship to the QEP

N/A

3.6 Relationship to Unit Mission

3.7 Strategic Plan Relationship - LINK to selection

2.4 Technology

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 2 Enhance the College

2.4 Technology

Technology

3.7.1 Strategic Plan Relationship Narrative

TVCC Computer Systems will be updated to allow TVCC to collect full amounts due from the students.

3.8 Operational Budget Implications

Work will be performed in the normal operating budget 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 not met. The administrative Computing Department has had a loss of personnel and has not been able to accomplish tasks outside of an immediate need.

3.13 Changes as a Result of Evaluation

This is still a desired goal to be accomplished but it may be tabled for the implementation of the ERP.

Program Name: 3.3.1.2 Director of Human Resources
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal Organizational Chart

Create and upkeep an organizational chart for the entire college workforce.

1.1 Outcome Description

Create a organizational chart that is easy to read, can be modified easily.

1.2 Implementation Strategy

Every month we will use our "HR Changes" spreadsheet to be able to properly track the changes that have taken place. We can then use that information to modify the chart and then upload the changes to the TVCC web portal.

1.3 Assessment Method

reports that we run during budget season will be compared to what we have currently in the chart to compare.

1.4 Criterion (Expected Outcome)

To have a 100% complete and accurate organizational chart by end of fiscal 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

2.5 Human Resources

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 2 Enhance the College

2.5 Human Resources

Human Resources

1.7.1 Strategic Plan Relationship Narrative

This outcome relates to TVCC Goal #2.5.3 by strengthening and enhancing the internal system of communication between departments, divisions, and campuses.

1.8 Operational Budget Implications

None

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) Results

Created a organizational chart that is easy to read, modify and links to different departments that drill down on all Full time employees.

1.13 Changes as a Result of Evaluation

no changes will be needed as the results of our plan was 100% completion.

Program Name: 3.3.1.2 Director of International Students/Recruiter
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal

International students will be more connected to each other which will lead to higher retention rates in that particular population.

1.1 Outcome Description

Increase international student activities to a minimum of 4 per semester.

1.2 Implementation Strategy

Create an international student calendar that has activities listed and student organization meeting times.

1.3 Assessment Method

Events will be kept track of by pictures and social media postings.

1.4 Criterion (Expected Outcome)

Number of activities offered will rise from 1 per semester to at least 4 per semester.

1.5 Relationship to the Quality Enhancement Plan (QEP)

1.5.1 Narrative of the relationship to the QEP

Students who participate in activities together are more connected together. International students all have something in common: they are attending school thousands of miles from home.

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.

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.1 Student Engagement

Student Engagement

1.7.1 Strategic Plan Relationship Narrative

This relates to strategic plan 1.1.9 in that increasing activities will increase students' engagement with campus and will therefore increase their satisfaction with their experience at Trinity Valley.

1.8 Operational Budget Implications

Cost implications will be approximately \$500/semester.

1.9 Personnel Budget Implications

1.10 Equipment Budget Implications

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

Fell short of goal of 4 activities per semester. Had 3 in the fall and one in the spring.

1.13 Changes as a Result of Evaluation

Next year, there are already several activities on the calendar that will happen to meet the goal of 4 per semester. Each month, we will celebrate monthly birthdays, go to the State Fair of Texas, have a party for Olympic watching, and other things that come up.

Program Name: 3.3.1.2 Director of Media Support Services
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

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)

Not Related to the Quality Enhancement Plan (QEP)

1.5.1 Narrative of the relationship to the QEP

Not related to the QEP

1.6 Relationship to Unit Mission

1.7 Strategic Plan Relationship - LINK to selection

3.2 Outreach

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes)

3 Enhance Communities

3.1.3

Enhance and strengthen communications, branding and marketing

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

None.

1.12 Results/Findings (Data Summary - Analysis & Evaluation) Final result

In the end, we created a 2-minute informational/promotional video which will be delivered on YouTube, and a 30-second commercial that is used for television commercials.

1.13 Changes as a Result of Evaluation Retiring the old promotional video

With the new videos in place, we have retired the use of the 10 year-old 8-minute promotional video.

Program Name: 3.3.1.2 Director of Network Support Services
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal NAC - Firewall Integration

Improve and automate responses on the network using shared data from multiple security devices.

1.1 Outcome Description

The network access control (NAC) system can communicate directly with internet firewalls identifying threats in real-time. This real-time detection allows for real-time network isolation when a threat is detected. This is a key component in our strategy to implement a self-defending network.

1.2 Implementation Strategy

The NAC will be upgraded to support the cross-platform communications with the firewalls. Communication between the NAC and firewalls can then be established and leveraged to implement policies. These policies will allow the NAC and firewalls to react to different cyber threat situations automatically.

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)

N/A

1.5 Relationship to the Quality Enhancement Plan (QEP)

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

2.4 Technology

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 2 Enhance the College

2.4 Technology

Technology

1.7.1 Strategic Plan Relationship Narrative

1.8 Operational Budget Implications

None

1.9 Personnel Budget Implications

None.

1.10 Equipment Budget Implications

The NAC upgrade in installation will cost \$12,000.00. This includes 4000 device licenses and a server

upgrade.

1.11 Personal Notes

Details about specific products and versions are purposely left out due to security concerns.

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

The NAC software and additional components have been obtained, installed and configured for full NAC/Firewall integration. The software agents required to profile the thousands of domain devices and streamline device registration has been processed and included in Client Support Service's installation procedures. Device profiling has introduced unexpected operational issues that must be addressed before full integration is possible. Resolving the device profiling issues will extend into the next fiscal year.

1.13 Changes as a Result of Evaluation

Additional software packages have been added to the required installation list for all domain computers.

2 Goal NAC - SIEM Integration

Improve network responses to internal security and operational events.

2.1 Outcome Description

A SIEM (security information and event management) solution was implemented that collects and alerts on events from network, server and security systems. The SIEM will be integrated with the NAC enabling a system that can process events from disparate systems and react on the network to isolate threats in near real-time.

2.2 Implementation Strategy

Additional functionality will be licensed on the NAC system allowing cross platform communications. The SIEM has built-in intelligence that will be configured to enact policies configured on the NAC. The SIEM intelligence will effectively control access to the network based on the information it gathers and processes.

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)

N/A

2.5 Relationship to the Quality Enhancement Plan (QEP)

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

2.4 Technology

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 2 Enhance the College

2.4 Technology

Technology

2.7.1 Strategic Plan Relationship Narrative

None

2.8 Operational Budget Implications

None

2.9 Personnel Budget Implications

None

2.10 Equipment Budget Implications

All equipment needs have been acquired in a related outcome.

2.11 Personal Notes

This is part of our self-defending network design.

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

The NAC software and additional components have been obtained, installed and configured for full NAC/SIEM integration. The NAC is communicating successfully with the SIEM solution. Successful notifications have been setup between these two systems.

2.13 Changes as a Result of Evaluation

As new systems come online they will be integrated with the NAC and SIEM solution to ensure we receive all important information and event logs for proper analysis and responses. Further development of agent intelligence will continue extending automated notifications and responses to identified events.

3 Goal Technical Training

Provide specialized technical training to the Network Support Services team.

3.1 Outcome Description

Several new technologies have been implemented in our goal to create a self-defending network. These technologies are advanced and will require additional training for all Network Support staff.

3.2 Implementation Strategy

Training will be obtained from vendors and manufactures for each technology once it is available. Training focused will be provided on the NAC and SIEM systems. Information Security training will also be provided dependent on funds and time.

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)

N/A

3.5 Relationship to the Quality Enhancement Plan (QEP)

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

2.4 Technology

*General Outcomes Links***Strategic Plan (Use for Administrative Outcomes) 2 Enhance the College**

2.4 Technology

Technology

3.7.1 Strategic Plan Relationship Narrative

N/A

3.8 Operational Budget Implications

None.

3.9 Personnel Budget Implications

None.

3.10 Equipment Budget Implications

Specific training and travel costs will vary dependent on the training and location. Approximately \$7000.00 will be budgeted to cover training and travel for up to 3 people.

3.11 Personal Notes

Some training is product specific for the NAC and SEIM solutions. Additional training focused on security is more generalize.

3.12 Results/Findings (Data Summary - Analysis & Evaluation)

We were able to obtain product specific training covering our NAC implementation. We were able to negotiate all training costs to be included as part of a related system upgrade.

While the "all-you-can-eat" online training is an inexpensive and convenient path it has proven to be difficult to schedule and ensure it is used. The instructor led classes provide additional structure and weight to the presented material helping ensure the training provided is utilized. Multiple classes have been completed leading to a much improved training record.

3.13 Changes as a Result of Evaluation

Product specific training will be introduced as needed with new implementations. Instructor led training will be included in future programs as funds allow.

4 Goal Remote UC

Improve unified communication services off campus and out of network.

4.1 Outcome Description

Install and implement Cisco Unified Communications mobile and remote access. It allows endpoints such as Cisco Jabber to have their registration, call control, provisioning, messaging and presence

services provided by Cisco Unified Communications Manager (Unified CM) when the endpoint is not within the enterprise network.

4.2 Implementation Strategy

Download the latest software release and configure virtual servers to terminate secure communications with off-campus endpoints. Additional security appliances will be configured to allow these endpoints to communicate seamlessly with the Unified Communications Manager.

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)

N/A

4.5 Relationship to the Quality Enhancement Plan (QEP)

4.5.1 Narrative of the relationship to the QEP

N/A

4.6 Relationship to Unit Mission

N/A

4.7 Strategic Plan Relationship - LINK to selection

2.4 Technology

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 2 Enhance the College

2.4 Technology

Technology

4.7.1 Strategic Plan Relationship Narrative

N/A

4.8 Operational Budget Implications

N/A

4.9 Personnel Budget Implications

N/A

4.10 Equipment Budget Implications

The software is offered at no additional cost with the current release of Cisco's Unified Communication's Manager.

4.11 Personal Notes

4.12 Results/Findings (Data Summary - Analysis & Evaluation)

This goal was delayed and has been rescheduled for the following fiscal year. There was a lack of personnel hours to successfully complete this task within the given time frame.

4.13 Changes as a Result of Evaluation

There are no changes at this time.

Program Name: 3.3.1.2 Director of School Relations
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal

To increase community outreach recruiting efforts.

1.1 Outcome Description

To reach more prospective students, both traditional and nontraditional.

1.2 Implementation Strategy

During the year, TVCC will attend at least 4 community-sponsored events. A display table will be set up for one-on-one interactions and to disseminate information. If the opportunity is presented, group presentations will also be made,

1.3 Assessment Method

The number of brochures and request cards will be tallied to determine how many individuals were provided information. If group presentations are made, the number of attendees will be assessed.

1.4 Criterion (Expected Outcome)

A minimum of 500 additional individuals will be reached via these recruitment activities.

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

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 3 Enhance Communities

3.2 Outreach

Outreach

1.7.1 Strategic Plan Relationship Narrative

This outcome relates to TVCC Goal 3.2 in that it contributes to the recruitment efforts of the institution.

1.8 Strategic Plan Relationship - LINK to selection

3.4 Community Service

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 3 Enhance Communities

3.3 Community Service

Community Service

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

\$100. - Gas Allowance

\$1500 - Brochures/Request Cards

1.10 Personnel Budget Implications

1.11 Equipment Budget Implications

1.12 Personal Notes

1.13 Results/Findings (Data Summary - Analysis & Evaluation)

TVCC was represented at 4 community-sponsored events during the 2016-17 academic year. One was held during the fall semester; three were held during the spring:

1) Wills Point High School (November 2016), hosted their inaugural "Next Step Event" to showcase colleges and universities to students and the community.

2) Athens ISD (February 2017), hosted a Family & Community Engagement program on the Athens TVCC campus.

3) Christ Community (March 2017), hosted a 'Last Chance' college and career fair on their campus in Richardson.

4) Wal-Mart (April 2017), hosted a Health Fair in Athens at their local store.

At each of these events, a TVCC representative had a table display and disseminated TVCC materials (e.g., brochures, catalogs, pens, etc.).

The goal of reaching 500 individuals was not reached due to poor attendance at several of the events.

Approximately 300 individuals were provided information. The number of individuals requesting information via TVCC request cards was low also, with only 10 being completed.

1.14 Changes as a Result of Evaluation

TVCC will continue to attend community-sponsored events. We will explore utilizing additional staff members to cover more service area community-sponsored events. We will also look "outside the box" to attending other events that are not necessarily conventional for disseminating college information (e.g., fairs, flea markets, farmer's markets, etc.).

Program Name: 3.3.1.2 Director of Strategic Planning, Effectiveness, & Accreditation
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal Committee Assignments

Manage the Committee Assignments database for institutional effectiveness.

1.1 Outcome Description

Decrease input time from 4 weeks to 1 week for the collection and management of all committee assignments each fall.

1.2 Implementation Strategy

Implement a database for the management of all committee assignments.

1.3 Assessment Method

Reports that show committee assignments by chair, person, and committee name will be available to help the individual and the IE office know who is on what committee.

1.4 Criterion (Expected Outcome)

The vice president of instruction will have a decrease in the amount of time it takes to prepare assignments from 4 weeks to 1 week by the office of institutional effectiveness management of the database that allows her to track faculty that are not on committees as well.

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

2.6 Institutional Effectiveness

General Outcomes Links

Strategic Plan 2
(Use for Enhance
Administrative the
Outcomes) College

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

1.7.1 Strategic Plan Relationship Narrative

This goal relates to strategic plan action area outcome 2.6.1 institutional effectiveness, 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.

The management of the Committee assignments will help the SPEA office identify agendas and minutes for the SACSCOC principles of accreditation, measuring the overall institutional effectiveness of the college.

1.8 Operational Budget Implications

None

1.9 Personnel Budget Implications

None

1.10 Equipment Budget Implications

Microsoft Access will be used as the database manager, therefore there will be no additional equipment or software needs.

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

The Microsoft Access Database was successfully completed and all Committee Assignments are electronically stored. Changes can be changed in seconds now and reports can be generated and put in electronic format on the Vice President of Instruction web page within the hour instead of waiting months. This goal was successfully completed.

[2017_02_23_MembershipByYearReport](#) [PDF 146 KB JUN 28, 2017]

1.13 Changes as a Result of Evaluation

The outcome was met because the database was created and the office of institutional effectiveness is able to update the committee assignments within one week, generate the reports and provide them to the the vice president of instruction within 1 week. This also allows the tracking of faculty that are not on committees.

2 Goal

Increase the awareness of the TVCC mission statement.

2.1 Outcome Description

Increase the awareness of the TVCC Mission Statement by making the campus community more aware of its importance and how it ties to each department.

2.2 Implementation Strategy

Implement a calendar for sharing the mission statements via email, TVCC social media accounts, and assign a review to 3-5 committees each year.

2.3 Assessment Method

A spreadsheet will collect the amount of coverage that the mission statement gets each year. 2016-2017 will serve as the baseline.

2.4 Criterion (Expected Outcome)

Since this year is the benchmark, the data collection this year will serve as 2017-2018 targets for awareness.

2.5 Relationship to the Quality Enhancement Plan (QEP)

2.5.1 Narrative of the relationship to the QEP NA

2.6 Relationship to Unit Mission NA

2.7 Strategic Plan Relationship - LINK to selection

2.6 Institutional Effectiveness

General Outcomes Links

Strategic Plan 2
(Use for Enhance
Administrative the
Outcomes) 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

2.7.1 Strategic Plan Relationship Narrative

This relates action area outcome 2.6 institutional effectiveness to 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.

2.8 Operational Budget Implications NA

NA

2.9 Personnel Budget Implications NA

Will use existing committee assignments.

2.10 Equipment Budget Implications

None

2.11 Personal Notes

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

The mission statement is now being reviewed by four committees, the Council on College Planning, the Strategic Planning Committee, Staff Council, and the Faculty Association. In the past it was only reviewed annually by two committees, therefore this is a 50% increase.

2.13 Changes as a Result of Evaluation

This outcome was completed, therefore no changes are necessary.

Program Name: 3.3.1.2 Director of Systems Support Services
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal Student Email

Move students to Exchange 2013 to provide a more stable email environment that supports student communications with faculty and staff of TVCC.

1.1 Outcome Description

By building two Exchange servers solely for use by TVCC students, we will provide a more robust and stable email system for TVCC students.

1.2 Implementation Strategy

Systems Support will utilize current hardware and software to build two new email exchange servers. Once testing phase is completed, students will be migrated to the new environment.

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)

By moving students to Exchange 2013 they will experience a more stable email environment for their mobile devices as well as well as a better OWA environment.

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

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

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 2 Enhance the College

2.4 Technology

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

The Exchange 2013 environment for students will utilize current resources and licensing. There are no budget requirements.

1.9 Personnel Budget Implications

Current personnel will manage the Exchange 2013 environment for students.

1.10 Equipment Budget Implications

The Exchange 2013 environment for students will utilize current hardware. There are no budget requirements.

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation) Email Upgrade

7118 students have successfully logged into their TVCC Cardinal Email that is stored in the upgraded Exchange 2013 email environment. Uptime has been raised from 92% to 99% due to this upgrade.

1.13 Changes as a Result of Evaluation Email Upgrade

Uptime has been raised from 92% to 99% due to this upgrade improving this mission critical service by 7%.

2 Goal Improve Backups

Implementing a new backup system will provide a more reliable service for the restoration of deleted or corrupted user data stored on file servers as well as the ability to recover data from crashed servers.

2.1 Outcome Description

Implement a new backup system organization wide to create faster and more reliable backups.

2.2 Implementation Strategy

Complete POC on other backup strategies. Purchase and install a new backup system to replace the EMC Avamar backup system which we have outgrown. The implementation will require hardware as well as backup software. Migrate servers to new backup system, and archive Avamar units for one full year to maintain prior year backups.

2.3 Assessment Method

Backup window and ability to recover deleted files will be compared to performance of EMC Avamar.

2.4 Criterion (Expected Outcome)

The new backup system should prove reliable and allow us to maintain at least a year's worth of backups and the ability to recover emails from a previous year as well and provide more storage space for backups.

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

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

1.1 Student Engagement - Increase student engagement in collegiate life, both academically and as a member of the college community.

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 2 Enhance the College

2.4 Technology

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

The replacement of EMC Avamar will require a purchase of an Exablox Storage Solution as well as Storage Craft backup software at a cost of \$125,303.00.

2.9 Personnel Budget Implications

Current personnel will manage the backup system

2.10 Equipment Budget Implications

This solution requires the purchase of hardware in the form of an Exablox Storage System. The cost of hardware will be \$80,332.00.

2.11 Personal Notes

2.12 Results/Findings (Data Summary - Analysis & Evaluation) Improve Backups

By installing the Exablox/StorageCraft solution, Systems Support Services is currently backing up 104tb versus the 13tb that was previously being backed up utilizing the EMC Avamar solution. Backups are more consistent with the new solution which provides more restoration capabilities for the college.

2.13 Changes as a Result of Evaluation Improve Backups

By utilizing a new backup system, Systems Support Services is able to create and store more backups of our mission critical devices as well as provide a solution that will help with the creation of a DR site.

3 Goal Disaster Recovery Site

With the completion of this project, we hope to create redundancy for our mission critical services and be able to bring up mission critical services in the event of loss of our NOC on Athens campus.

3.1 Outcome Description

We plan to implement a Disaster Recovery (DR) site at one of the external campuses so that in the event of a catastrophe affecting the current NOC data center we will be able to spin up mission critical servers to maintain business functions.

3.2 Implementation Strategy

Purchase hardware and software that will allow us to maintain mission critical services off-site via a standalone virtual environment. This will require a VMware installation off site, as well as storage and servers installed at the DR site.

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 DR site in place the college will be able to recover missions critical systems such as email, web,

phone system and mission critical file systems. This will allow us to continue to do business although in a limited manner until the data center is reconstructed.

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

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

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 2 Enhance the College

2.4 Technology

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

The DR site will utilize the Exablox system purchased for the backup initiative to spin up virtual servers. The project will utilize current hardware that has been taken out of service due to vendor maintenance contracts expiring. We will utilize Systems Maintenance, a 3rd party vendor, to continue to carry maintenance and warranties on the sans and servers we will place in the DR site. The cost of the maintenance is \$11,365.00. We will also purchase VMware licenses for the off-site virtual environment for DR at the cost of \$16,403.16.

3.9 Personnel Budget Implications

Current personnel will establish and maintain DR site.

3.10 Equipment Budget Implications

We will utilize current hardware so that the cost will only \$11,365.00 for 3rd party vendor maintenance contracts.

3.11 Personal Notes

None.

3.12 Results/Findings (Data Summary - Analysis & Evaluation)

Project has not been completed due to lack of personnel.

3.13 Changes as a Result of Evaluation

Project has not been completed due to lack of personnel.

4 Goal

4.1 Outcome Description

We will install a network load balancer that will assist email and sql servers to process requests between multiple servers. This system will eventually be used for load balancing of ERP traffic as well.

4.2 Implementation Strategy

Purchase and install Barracuda Network load balancer and route network traffic to email and sql servers to the load balancer.

4.3 Assessment Method

We should see faster response time for student and employee email as well as sql and sharepoint servers.

4.4 Criterion (Expected Outcome)

A more balanced approach to network traffic for email, sql and sharepoint servers.

4.5 Relationship to the Quality Enhancement Plan (QEP)

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

1.1 Student Engagement - Increase student engagement in collegiate life, both academically and as a member of the college community.

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 2 Enhance the College

2.4 Technology

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

The Barracuda load balancer will cost \$4,435.00.

4.9 Personnel Budget Implications

Current personnel will manage the load balancer.

4.10 Equipment Budget Implications

The Barracuda Network load balancer will cost \$4,436.00.

4.11 Personal Notes None

None

4.12 Results/Findings (Data Summary - Analysis & Evaluation) None

None

4.13 Changes as a Result of Evaluation

This administrative outcome has not been completed due to lack of personnel and time. I will move this AO to the next cycle.

Program Name: 3.3.1.2 Director of Transportation and Logistics
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal

Perform a College Inventory Control process review for system enhancement.

1.1 Outcome Description

A developed plan utilizing the College Inventory Control process review that will create system transparency and increase integrity, efficiency, repeatability, and the ease of the reporting of the College Assets.

1.2 Implementation Strategy

Identify largest sections, contributors, and users of the system. Define the level(s) for the reporting of College assets in the system. Research software, hardware, and budget avenues for opportunities developed as a result of the review.

1.3 Assessment Method

The establishment of a database, and the increase of entries therein, for the plans and/or proposals for the solutions of opportunities defined by the review process of the College Inventory Control system.

1.4 Criterion (Expected Outcome)

A plan for developing or changing the existing inventory database software and a solution to the ability to increase College Inventory Control asset reviews.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Quality Enhancement Plan (QEP)

1.5.1 Narrative of the relationship to the QEP

No relationship to the QEP

1.6 Relationship to Unit Mission

Completion of this goal will create an improvement process for the tracking of reportable college assets.

1.7 Strategic Plan Relationship - LINK to selection

2.3 Facilities Management

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 2 Enhance the College

2.3 Facilities Management

Facilities Management

1.7.1 Strategic Plan Relationship Narrative

With the completion of this goal we expect to enhance college operations.

1.8 Operational Budget Implications

Upon completion, we believe that the budget could increase as a result of this goal implementation.

1.9 Personnel Budget Implications

Personnel budgeting indication is possible.

1.10 Equipment Budget Implications

No Equipment is expected to be added.

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

The College Inventory Control System review indicated the need for the upgrading and integration of the College assets database into the new and future College ERP system, merging the chemical inventory database into the existing MSDS Online software. The review also indicated a need for an additional job position in the College Transportation and Logistics Department to implement asset moves and contribute to the ability to increase College inventory reviews.

1.13 Changes as a Result of Evaluation

The College Inventory Control Database will prepare for data migration into the new ERP system. Analysis for data input into the system is yet to be identified pending the final ERP software selection, however, existing WASP software is available depending upon those results.

Program Name: 3.3.1.2 Facilities Coordinator
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

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 web site monthly beginning November 2016.

1.1 Outcome Description

Beginning with November 2016 monthly reports showing campus and building consumption reports comparing monthly usage and cost for each month back to beginning data input point.

1.2 Implementation Strategy

During each month of FY2016-2017 we expect to enter the usage cost and data information from each utility providers monthly bill into our energy tracking software. This software will provide the basis for the energy consumption report called out in this goal.

1.3 Assessment Method

Provide 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 on measures taken by staff members. This outcome is expected to help reduce college operating expenses.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Quality Enhancement Plan (QEP)

1.5.1 Narrative of the relationship to the QEP

Not related to the QEP plan.

1.6 Relationship to Unit Mission

Maintain maximum control of college expenses.

1.7 Strategic Plan Relationship - LINK to selection

2.3 Facilities Management

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 2 Enhance the College

2.3 Facilities Management

Facilities Management

1.7.1 Strategic Plan Relationship Narrative

This work is related to our strategic plan as we provide for the most efficient facility operations on all

campuses.

1.8 Operational Budget Implications

Continue to control our utility expenses.

1.9 Personnel Budget Implications

No implications noted.

1.10 Equipment Budget Implications

No new equipment required to complete this goal.

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

I have begun the monthly reports in October 2016 to September 2017. We are recording these report to the college web site under the physical facilities.

1.13 Changes as a Result of Evaluation

I am working to keep report current.

Program Name: 3.3.1.2 Grant Coordinator
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal THECB Simulation Grant

1.1 Outcome Description

to obtain funding for the Health Science Center for simulation equipment

1.2 Implementation Strategy

collaborate with HSC Provost to apply for the grant

1.3 Assessment Method

will retain copies of correspondence with THECB and a copy of the application

1.4 Criterion (Expected Outcome)

to be awarded the grant to purchase simulation equipment

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.

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 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

Additional grant money for college programs

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)

We applied and received the THECB simulation grant for the Health Science Center

1.13 Changes as a Result of Evaluation

Program Name: 3.3.1.2 Graphic and Print Design Coordinator
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal

Eliminate "dropped" jobs and increase efficiency in tracking and completing print jobs.

1.1 Outcome Description

Launch our web page, institute the use on online ordering form and establish and enforce submission deadline to aid in our ability to set and maintain a printing schedule to ensure all jobs are completed in a timely manner.

1.2 Implementation Strategy

We're working on content for the web page and hope to have the fully implemented fall 2016. The web page will include details for submitting print jobs, including deadlines. Through the spring 2017 semester, we will work through email and printed materials to education faculty and staff of the changes in submitting print jobs. Clients will receive reminders when they fail to follow the new guidelines. Deadlines will be strictly enforced beginning with the fall 2017 semester.

1.3 Assessment Method

We're using 'tasks' within Outlook to log jobs as they come in. This allows us to see when the job is submitted, and we're able to track it through the process. Once we have the online ordering process in place, we will also start noting how the job was submitted (online form, email, scribbled on a sticky note, etc.) From this we can gauge how many are using the established submission process, how well deadlines are observed and how well we're able to complete jobs on time.

1.4 Criterion (Expected Outcome)

Through spring 2017, we expect 25% of all jobs to be submitted using the new online process, observing the established submission deadlines. We expect a much higher percentage - 40% - to use the online process, but miss the deadline. These are for first-time submissions. Everyone will submit their request online, though the other 60% we expect will need reminders to do so.

1.5 Relationship to the Quality Enhancement Plan (QEP)

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

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 2 Enhance the College

2.1 Business Operations

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**1.12 Results/Findings (Data Summary - Analysis & Evaluation)**

We were unable to fully implement, due in part to a computer failure late in the fall semester. Problems and lost data continued to hamper efforts even into the summer months. We are now aiming for implementation spring 2018.

1.13 Changes as a Result of Evaluation

There are no changes at this time other than setting the timeline back to spring 2018 to implement the new ordering system.

Program Name: 3.3.1.2 Manager of Purchasing, Contracts, and Insurance
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

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

Electronically file agreements/contracts.

1.3 Assessment Method

To have all agreements/contracts on the Contract Matrix excel worksheet 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 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

2.1 Business Operations

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 2 Enhance the College

2.1 Business Operations

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)

Approximately 5% of the documents have been scanned. The plan has now changed to work with IT staff to use ImageNow to accomplish this goal.

1.13 Changes as a Result of Evaluation

Work with IT staff to explore the use of ImageNow to complete the process.

Program Name: 3.3.1.2 Office of the Registrar
Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal

1.1 Outcome Description

1.2 Implementation Strategy

1.3 Assessment Method

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

1.7.1 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

Program Name: 3.3.1.2 Public Information Officer
Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal Increase awareness

Increase awareness of TVCC's role in expanding educational opportunities.

1.1 Outcome Description Expand news coverage

Baseline number of news articles both in print and online generated by TVCC press releases for FY 2015-2016 established at 152.
The goal for FY 2016-2017 is a 5% increase, or a total of 160 news articles.

1.2 Implementation Strategy Track articles, improve relationships

Establish system for monthly tracking of news articles in all service area publications.
Purchase online subscriptions and monitor Cision daily reports for all mentions of TVCC generated by press releases.
Make personal contact with service area media editors to encourage more coverage of TVCC articles.

1.3 Assessment Method Monthly tracking report

Generate a monthly tracking report to keep track of articles published. Began 10.13.16
Monthly tracking to continue until October 12, 2017.

1.4 Criterion (Expected Outcome) 5% increase

Expect to see a 5% increase in TVCC news coverage by the end of FY 2016-2017.

1.5 Relationship to the Quality Enhancement Plan (QEP)

1.5.1 Narrative of the relationship to the QEP NA

1.6 Relationship to Unit Mission Increasing Public Awareness

Tracking will help us determine how much publicity we generate, increasing public awareness of how TVCC enhances communities.

1.7 Strategic Plan Relationship - LINK to selection

3.1 Institutional Advancement

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes)

3 Enhance Communities

3.1 Institutional Advancement

Institutional Advancement

1.7.1 Strategic Plan Relationship Narrative

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 evaluated September 22, 2017

Comparing number of articles published in prior year (152) to number in current cycle (214), a 41% increase in news coverage was realized.

2015-2016	2016-2017	Change + or -	% Change
152	214	62	+41%

1.13 Changes as a Result of Evaluation No changes recommended

Plan results were surpassed, so I plan to continue submitting articles and cultivating relationships with media outlets.

Program Name: 3.3.1.2 VP of Administrative Services and Chief Financial Officer
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal Obtain Financing

External financing will be arranged and finalized during fiscal year 16-17 to fund upcoming college construction projects.

1.1 Outcome Description

Upon board approval of the construction project, the CFO will begin the process of securing financing.

1.2 Implementation Strategy

The CFO will evaluate alternative financing methods and recommend such to the president and board of trustees. Upon approval, the CFO will request proposals from financial institutions, review and analyze proposals, and make a recommendation for selection to the president and the board of trustees.

1.3 Assessment Method

Financial reports of the college at 8/31/17 will show that the issuance of bonds or similar financing occurred during fiscal year 16-17.

1.4 Criterion (Expected Outcome)

Financing will be obtained at the best value for the college, with best value including interest rate, transaction fees and lender confidence/relationship components.

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

2.2 Finance

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 2 Enhance the College

2.2 Finance

Finance

1.7.1 Strategic Plan Relationship Narrative 2.2.1

Strategid Plan action area 2.2.1. is as follows: Confirm adequate financing, both internally and externally to fund the College Master Plan in addition to ongoing college operations

1.8 Operational Budget Implications

To be determined; dependent on bond amount and issuance terms.

1.9 Personnel Budget Implications

None.

1.10 Equipment Budget Implications

None.

1.11 Personal Notes**1.12 Results/Findings (Data Summary - Analysis & Evaluation)**

On September 18, 2017, the CFO requested and received approval from the board of trustees to issue the Trinity Valley Community College District Consolidated Fund Revenue Bond, Series 2017.

Proceeds from the \$6 million 5 year bond will be used to finance renovation of the former Terrell community hospital for the college's new Health Science Center. See board meeting minutes, item 10.

1.13 Changes as a Result of Evaluation

Program Name: 3.3.1.2 VP of Information Technology
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal

Develop a portal for access by TVCC Board of Trustees.

1.1 Outcome Description

Facilitate access to information (by Board members) including agendas, financial statements, spreadsheets, etc...

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 programs/objects that act on the databases/tables to create desired results.

1.3 Assessment Method

Outcome will be completed when 100% of Board members (nine) will be able to access information online.

1.4 Criterion (Expected Outcome)

Board portal should be live by January 2017.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Quality Enhancement Plan (QEP)

1.5.1 Narrative of the relationship to the QEP

None.

1.6 Relationship to Unit Mission

We do not have a Unit Mission.

1.7 Strategic Plan Relationship - LINK to selection

2.4 Technology

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 2 Enhance the College

2.4 Technology

Technology

1.7.1 Strategic Plan Relationship Narrative

1.8 Operational Budget Implications

Work will be performed within normal VP of IT budget.

1.9 Personnel Budget Implications

No additional personnel will be required.

1.10 Equipment Budget Implications

No additional equipment needed.

1.11 Personal Notes

None.

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

100% of the Board of Trustees members are able to access the Board Portal that is available on the college's website.

1.13 Changes as a Result of Evaluation

There are no changes needed to the plan for next year, as this goal was met in full. The only change that I can foresee would require a request from the Board to add or remove options.

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 Quality Enhancement Plan (QEP)

2.5.1 Narrative of the relationship to the QEP

None.

2.6 Relationship to Unit Mission

We do not have a Unit Mission.

2.7 Strategic Plan Relationship - LINK to selection

2.4 Technology

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 2 Enhance the College

2.4 Technology

Technology

2.7.1 Strategic Plan Relationship Narrative

2.8 Operational Budget Implications

Work will be performed within normal VP of IT budget.

2.9 Personnel Budget Implications

No additional personnel will be required.

2.10 Equipment Budget Implications

No additional equipment needed.

2.11 Personal Notes

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

Approximately 50% of the members of the IT staff completed a module in Lynda.com, the tool we have chosen to provide online training.

2.13 Changes as a Result of Evaluation

Due to a lower than desired participation rate, completion of at least one training module in Lynda.com will become a requirement for most IT staff.

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

We will issue an RFP for the ERP. For those vendors that choose to submit a proposal, we will allow them to come to campus and demonstrate their product for the ERP Committee. The Committee will then rate the products as to the one that best meets the needs of the college. A major portion (but certainly not the only criterion) will be cost. From all of this, a suggestion will be made to the Board of Trustees as to the most suitable product for our college.

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)

We expect this process to run beyond 2016-17.

3.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Quality Enhancement Plan (QEP)

3.5.1 Narrative of the relationship to the QEP

3.6 Relationship to Unit Mission

We do not have a Unit Mission.

3.7 Strategic Plan Relationship - LINK to selection

2.4 Technology

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 2 Enhance the College

2.4 Technology

Technology

3.7.1 Strategic Plan Relationship Narrative

3.8 Operational Budget Implications

Work will be performed within normal VP of IT budget.

3.9 Personnel Budget Implications

No additional personnel will be required.

3.10 Equipment Budget Implications

No additional equipment needed.

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 until next year.

Program Name: 3.3.1.2 VP of Institutional Advancement and Executive Director of Foundation

Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal

To increase donations and in-kind support to the Foundation by 5%

1.1 Outcome Description

Increase donations and in-kind support to the TVCC Foundation by 5% by end of FY 2017.

1.2 Implementation Strategy

The Vice President of Institutional Advancement, President and Foundation Board 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 FY17 compared to FY2016.

1.5 Relationship to the Quality Enhancement Plan (QEP)

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

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes)

3 Enhance Communities

3.1 Institutional Advancement

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 No New Budget Implications**1.9 Personnel Budget Implications**

N/A this year, but FY18 Goal is to propose Development Officer to help solicit gifts for comprehensive campaign.

1.10 Equipment Budget Implications

N/A

1.11 Personal Notes Not Applicable**1.12 Results/Findings (Data Summary - Analysis & Evaluation)** Outcome 1.1

The Foundation exceeded the 5% increase in donations. Final numbers to be finalized by Business Office in October 2017

1.13 Changes as a Result of Evaluation Changes for Next Year

Increase donations by 5%

Academic & Student Support Services

Program Name: 3.3.1.3 Associate VP of Academic Education
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal Distance Education Consistency

In order to create a more standardized online learning experience for TVCC Students, create departmental courses that will be used by all faculty teaching online courses which will include standardized policies and formatting.

1.1 Outcome Description

By creating standardized departmental online courses that will be used by all instructors on all campuses, the students will have consistency between instructors in areas such as format of online course, grading structure, assignment structure, testing procedures, and textbook selection which will increase student success in online courses beginning fall 2017.

1.2 Implementation Strategy

Work with the Distance Education Director in order to identify a timeline for new course creation with the change to a new LMS then identify faculty members within each discipline that want to continue teaching online with the new LMS and departmental courses. Work with identified faculty members to organize planning meetings and create leads for each individual course. Work with the committee members in order to devise a monitoring system to be used for online classes to ensure that faculty do not modify the departmental course.

1.3 Assessment Method

Identify the number of courses that are created, reviewed and ready to be taught in the new LMS system for the fall 2017 semester. Compare the number of course shells that are ready for use in the fall 2017 semester to the number of individual courses in the 2016-2017 school year.

1.4 Criterion (Expected Outcome)

75% of the courses that are taught online have been created in the new LMS system by the committee, reviewed and are ready to use for courses in fall 2017.

1.5 Relationship to the Quality Enhancement Plan (QEP)

1.5.1 Narrative of the relationship to the QEP

Not Applicable

1.6 Relationship to Unit Mission

TVCC's mission statement involves serving as a learning-centered college that provides quality academic courses in all delivery methods; therefore, by creating departmental courses for our online classes the TVCC mission statement is being implemented. Departmental courses in the online classes will allow TVCC students to not have the learning curve at the beginning of each semester that is spent simply learning the courses format and individual policies as they will all be uniform.

1.7 Strategic Plan Relationship - LINK to selection

1.3 Academic Success

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.3 Academic Success

Academic Success

1.7.1 Strategic Plan Relationship Narrative

Through the collaboration of TVCC Distance Education Faculty, the students will be able to be more successful in online courses due to the consistency across courses. Specifically the students should increase completion rates (1.3.8) and retention rates from one semester to the next semester for all students.

1.8 Operational Budget Implications

Not applicable

1.9 Personnel Budget Implications

Pay each faculty member a \$500 stipend to serve as lead on creation of a departmental course which would equate to an estimated 60 academic courses of \$30,000.

1.10 Equipment Budget Implications

Not applicable

1.11 Personal Notes

1. Committee was formed to explore switching to Canvas as the LMS for online classes.
2. The decision was made in November 2016 to switch to Canvas.
3. Distance education director and AVP discussed the need for a more uniformed/standardized departmental courses.
4. Blackboard courses would not automatically roll over to Canvas without some "cleanup" therefore it would be a good time to make the change to require departmental courses.

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

The goal was written for 75% of classes to be ready to teach in Canvas in the fall semester under a departmental course. While the administrative leadership team decided to use a TVCC template course instead of a uniform departmental course, this goal is still relevant. Currently 79% of the summer courses are certified and ready to be taught in Canvas beginning the summer 2017 semesters. It is anticipated that when the courses go live on May 30th, that we will be at 100% of courses certified for the summer semester.

Currently, the fall cohort of faculty members have completed their training and are in the process of completing course certifications.

Another important result to note is that 100% of the full time faculty members that teach online have completed the Canvas training with over 75% already certified. The remaining 25% will be certified by the end of the summer.

By implementing training in Canvas and the use of template courses, TVCC will be in a better position to better service our distance learning students by presenting quality and consistent online classes which aligns closely with the TVCC mission statement.

1.13 Changes as a Result of Evaluation

As a result of this transition plan, the need to modify the ongoing training for special groups of faculty members has already been identified. Other changes will be to use peer trainers that are in a close proximity to the faculty member they are mentoring (same campus, same building, etc).

Program Name: 3.3.1.3 Associate VP of TDCJ Correctional Programs
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal

Increase TDCJ enrollment and improve student retention by improving counseling and enrollment strategies. Academic Success Outcome 1.3.1. Increase the number of graduates with associate degrees and certificates each year.

1.1 Outcome Description

Continue to increase TDCJ college enrollment by using more effective counseling and enrollment strategies and by using the new Unit Coordinators to assist with such duties.

1.2 Implementation Strategy

Continue to implement a recruitment and counseling strategy that will improve efficiency in the process of identifying, recruiting, enrolling and retaining new and 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 waiting list, C & R college transfer list, WSD/GED graduate lists, the newly designed ES30 data program and the TVCC/TDCJ data base.

1.3 Assessment Method

Enrollment data will be compared with previous years to determine if these strategies are resulting in acceptable outcomes and an increase in cycle and academic enrollment.

1.4 Criterion (Expected Outcome)

Credit and non-credit vocational enrollment, as well as academic enrollment, will increase for FY17.

1.5 Relationship to the Quality Enhancement Plan (QEP)

1.5.1 Narrative of the relationship to the QEP

There is no 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.

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.1 Student Engagement

Student Engagement

1.7.1 Strategic Plan Relationship Narrative

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

Four new Unit Coordinator positions were requested and approved for the TDCJ Instructional Division for FY17. These new positions shall be staffed and utilized to provide administrative supervision and to assist with onsite student services.

1.10 Equipment Budget Implications

Budget implications were determined prior to FY17 and have been incorporated into the current budget.

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

Academic, vocational and non-credit vocational enrollment for FY17 decreased due to policy and administrative directives from the Rehabilitation Programs Division (RPD) of the TDCJ.

1.13 Changes as a Result of Evaluation

Efforts will be made to advocate for changes in policy and procedure with the RPD, for FY18 in order to restore more progressive enrollment and retention strategies.

2 Goal

Improve administrative performance by consolidating administrative staff to one central location. 2.3. Facilities Management.

2.1 Outcome Description Central Office Location

Improve the cohesiveness, communication and administrative performance by consolidating administrative services to one accommodating central location.

2.2 Implementation Strategy

Consider existing facilities in the Tennessee Colony area and develop a plan of action to identify an office facility, which may be remodeled to serve as the 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 once a centralized office facility is completed.

2.5 Relationship to the Quality Enhancement Plan (QEP)

2.5.1 Narrative of the relationship to the QEP

No 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. This proposal, to identify a facility to serve as a central location, would result in improved administrative function for the TDCJ Correctional Education staff and is the product of a facility management review.

2.8 Operational Budget Implications

The cost of this proposed facility is to be determined.

2.9 Personnel Budget Implications

No personnel budget changes are anticipated.

2.10 Equipment Budget Implications

No equipment budget implications are anticipated at this time.

2.11 Personal Notes Central Facility

The need for this proposed facility shall be reviewed in FY17.

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

Possible locations and facilities were identified and preliminary plans developed to acquire and renovate a potential site in the Tennessee Colony area. No decision was made to acquire a facility or site for FY 17.

2.13 Changes as a Result of Evaluation

Re-submission of this AO, to consolidate Correctional Education facilities for FY18. Continued assessment of divisional administrative needs and strategies to consolidate and improve performance of staff and improve facilities.

Program Name: 3.3.1.3 Associate VP of Workforce Education
Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal

Increase student success and retention in workforce programs through block scheduling. (2015-2014.2, 1.4.4 Strategic Plan Action Area Outcomes)

1.1 Outcome Description

In the 84th Texas Legislative session, congress passed HB 1583 which mandated the use of block scheduling for Certificate or Associate Degree workforce programs. The intent is to offer a set of full-time load of classes to be delivered predictably during the same time period each semester that enable students to complete a level 1 certificate in one year or less and an Associate's Degree in two years or less. Printed and online schedules are to be published indicating the block scheduled programs offered for that semester. Five workforce programs have been identified to participate in this initiative: Automotive Technology, Cosmetology, Manicure/Nail Technology, Drafting Technology Basic Certificate and Welding. Comparisons between the previous year retention and success will determine the success of the initiative.

1.2 Implementation Strategy

Five workforce programs were identified for the Fall, 2016 semester: Automotive Technology, Cosmetology, Manicure/Nail Technology, Drafting Technology Basic Certificate and Welding. The Fall 2016 class schedules reflected a separate section for block scheduled classes. The spring, 2017 schedules will also reflect a continuation of the block scheduled classes. The students enrolled in the block scheduled classes for the year will be compared to the previous year enrollment, completion and retention rates. Yearly completion and retention rates will increase by 2% over the previous year in each block scheduled program.

1.3 Assessment Method

Each student from the fall, 2016 semester will be compared to the enrollments in the spring, 2017 semester to determine retention. Yearly completion and retention rates will be measured to show an increase by 2% over the previous year in each block scheduled program.

1.4 Criterion (Expected Outcome)

For the 2016-17 (Fall-Spring-Summer), retention and success will increase by 2% over the previous year.

1.5 Relationship to the Quality Enhancement Plan (QEP)

1.5.1 Narrative of the relationship to the QEP

Block scheduling of workforce programs will lead to student success. While this goal does not directly relate to a specific QEP goal, it does relate to an overarching goal related to student retention and success which ultimately is the goal of the QEP.

1.6 Relationship to Unit Mission

Trinity Valley Community College is a learning-centered college that provides quality academic and workforce programs that prepare and empower students for success and promote and enhance life-long learning for all communities served.

1.7 Strategic Plan Relationship - LINK to selection

1.4 Workforce Success

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student**1.4 Workforce Success****Workforce Success****1.7.1 Strategic Plan Relationship Narrative**

This outcome relates to the TVCC Strategic Planning Goal 1.4.2 **Workforce Success** by increasing course completion rates in workforce education courses.

1.8 Operational Budget Implications

No additional institutional budgeting is anticipated.

1.9 Personnel Budget Implications

No additional institutional budgeting is anticipated.

1.10 Equipment Budget Implications

No additional institutional budgeting is anticipated.

1.11 Personal Notes

None

1.12 Results/Findings (Data Summary - Analysis & Evaluation) Results

Of the five block scheduled programs, three programs (Cosmetology, Nail Tech and Welding) saw increases over the 2% goal with Welding having the highest (33%) increase between 2015-16 and 2016-17 and Cosmetology with a 6% increase for the same time. Automotive and Drafting both have low graduation statistics and showed -75% and -100% declines over the same period. Overall, for the five programs block scheduled averaged an increase of 11%.

1.13 Changes as a Result of Evaluation

More data is needed to study the trend. Block scheduled programs will continue to be monitored to determine expansion.

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 multiple sources, Gradcast, Institutional Data 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)

2.5.1 Narrative of the relationship to the QEP

N/A

2.6 Relationship to Unit Mission

Trinity Valley Community College is a learning-centered college that provides quality academic and workforce programs that prepare and empower students for success and promote and enhance life-long learning for all communities served.

2.7 Strategic Plan Relationship - LINK to selection

1.4 Workforce Success

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.4 Workforce Success

Workforce Success

2.7.1 Strategic Plan Relationship Narrative

The nature of the Workforce Education division is to prepare students to enter the workforce. This goal directly addresses the need to complete the learning process loop with the end goal of student placement in the workplace.

2.8 Operational Budget Implications

The THECB Perkins data is free of charge however, the GradCast placement program is a subscription service updated yearly. The fee for this service is covered by the Carl Perkins Vocational and Applied Technology Education Act Basic grant that the college receives.

2.9 Personnel Budget Implications

None

2.10 Equipment Budget Implications

None

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)

According to the latest THECB data for 2017-18 which covers the years (fall) 2014-(spring) 2017, student retention in a postsecondary education or transfer to a baccalaureate degree program has been on the rise. To understand this percentage report, the numerator consists of all CTE students in all programs who remained enrolled at TVCC or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year. The denominator consists of the number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.

The results: 2014-15 did not meet the 90% target of 62.1%. TVCC reported 58.95% or -3.15% below standard.

The results for 2015-16 did not meet the 90% target of 56.7%. TVCC reported 54.79% or -1.91 below standard.

The results for 2016-17, did meet the 90% target of 56.7%. TVCC reported 59.45% or a gain of 2.75% over the targeted standard.

2.13 Changes as a Result of Evaluation

The Workforce Education division will continue and try new innovative methods of increasing completers and assisting placement.

Program Name: 3.3.1.3 Band Administration
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal

To improve the quality of playing among members of the TVCC instrumental program.

1.1 Outcome Description

The fall 2016 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, both full and part time, 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)

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 teaching students to 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

1.3 Academic Success

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.3 Academic Success

Academic Success

1.7.1 Strategic Plan Relationship Narrative

Increase spring semester retention rate.

1.8 Operational Budget Implications

Should not require any additional budget needs

1.9 Personnel Budget Implications

Does not apply

1.10 Equipment Budget Implications

No additional equipment should be needed.

1.11 Personal Notes**1.12 Personal Notes**

The fall 2016, Cardinal Regiment continued to improve their performing skills. When the 2016 Cardinal Regiment performed their Spring Concert, the music 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 Results/Findings (Data Summary - Analysis & Evaluation)

The fall 2016, Cardinal Regiment continued to improve their performing skills. When the 2016 Cardinal Regiment performed their Spring Concert, the music 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.

1.14 Changes as a Result of Evaluation

Following the Rubric originally established in the 2015-2016 AO/Leaps helped considerably.

Program Name: 3.3.1.3 Business and Computer Science Education Division Chairperson
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal

The overriding goal of this objective is to provide quality workforce educational programs specifically designed to meet the needs of employers located in the geographic areas served by our college. Additionally, we will train workforce student in our programs designed to meet industry and business employment needs for a skill workforce

1.1 Outcome Description

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.

1.2 Implementation Strategy

The faculty attended local, regional, state and national conferences where they presented, facilitated and participated in the conferences. They attended sessions and facilitated sessions that were technology oriented and learned new technologies and brought back new ideas for implementation to our classrooms.

1.3 Assessment Method

Business and Computer Science Faculty attend professional activities and provide documentation.

1.4 Criterion (Expected Outcome)

The Accounting, Business and Computer Division will develop, implement and offer new Accounting, Business and Computer Occupational Skills courses for certification in the new and existing certificates, so as to enhance the opportunities for students to enroll in these courses and gain additional skills.

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.

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes)

1 Enhance the Student

Increase course completion rates in workforce

1.4.2

education courses

1.7.1 Strategic Plan Relationship Narrative

The workforce faculty's attendance at conferences will better enable the faculty to see, hear, and learn new technologies and methods that will better enable them to design and teach programs that are designed to meet industry and business employment needs for a more skilled workforce.

1.8 Operational Budget Implications

Use current Budget Process and the Carl Perkins Budget appropriations.

1.9 Personnel Budget Implications

The objectives will be met with the existing number of full faculty and some adjunct faculty.

1.10 Equipment Budget Implications

This will be met with the current departmental and Carl Perkins budgets.

1.11 Personal Notes

We have been successful in this area by being conservative with the precious and current allocated resources available.

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

Faculty has been able to attend and present at several conferences throughout the school year, including:

Texas Business and Technology Educators Association Conference.

Mountain Plains Business Education Conference

Texas Career and Education Conference

National Business Education Conference

Texas Computer Educators Association Conference

Texas Community College Teachers Association

1.13 Changes as a Result of Evaluation

We have no plans to change the successful execution of the objective for next year other than to try to schedule more faculty to attend conferences.

2 Goal

The overriding goal of this objective is to provide quality workforce educational programs specifically designed to meet the needs of employers located in the geographic areas served by our college. Additionally, we will train workforce students in our programs designed to meet industry and business employment needs for a skill workforce.

We are hopeful that all of our students will sit for the Occupational Skill Industry Certification Awards when completing the different programs of study.

2.1 Outcome Description

The student will be better able to handle entry into the world of work with additional skills provided by the new Occupational Skills Accounting, Business and Excel courses/certificate/degree in the Accounting and Business Division.

2.2 Implementation Strategy

Provide the opportunity for the Accounting, Business and Management students to have an opportunity to have access to industry certifications by providing the opportunity to take the certification tests.

2.3 Assessment Method

The administrative responsibility of this goal will be the successful development and implementation of the new Accounting, Business and Computer Science Occupational Skills courses and certificates in the TVCC Catalogue.

Additionally, we will provide students the opportunity to test for them to obtain an industry wide certification in a specific discipline.

2.4 Criterion (Expected Outcome)

Students in the Accounting, Business and Computer Science Division will enroll in the new Accounting, Business/Computer Science Occupational Skills courses and certificate(s) and sit for certification for these courses.

2.5 Relationship to the Quality Enhancement Plan (QEP)

Goal #1: Students will improve collegiate survival skills through a mandatory Learning Framework Course

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

The workforce programs are designs to meet industry and business employment needs for a skilled workforce .

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

Strategic Plan (Use for Administrative Outcomes)

1 Enhance the Student

1.4.2

Increase course completion rates in workforce education courses

2.7.1 Strategic Plan Relationship Narrative

Enhance student learning/skills in the Accounting, Business/Computer Science Division by

providing a a number of Accounting, Business/Computer Science courses and certificate(s) to train for workforce skills and industry certification skills.

2.8 Operational Budget Implications

Use of Current Budgeting processes with additional resources from the Carl Perkins budget.

2.9 Personnel Budget Implications

Use of Current Budgeting processes with additional resources from the Carl Perkins budget.

2.10 Equipment Budget Implications

We are currently able to finance the Budget Implications with the use of the Departmental Budgets and the Carl Perkins Budgets

2.11 Personal Notes

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

Three out to four students that sat for the QuickBooks industry certification passed.

2.13 Changes as a Result of Evaluation

Because of the success of the students that have taken the industry certification tests for QuickBooks we plan not changes at this time.

We will encourage additional students to take the certification test.

Program Name: 3.3.1.3 Cardettes Administration
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal

Goal to finish the Fall semester with a high cumulative team GPA.

1.1 Outcome Description

A cumulative GPA of those who completed the Fall semester with a 3.0 GPA or higher.

1.2 Implementation Strategy

To achieve this goal we intend to continue to require 2-3 grade checks throughout the semester, better monitor study hall hours with descriptions of what studies at that time and then create some type of incentive for gaining a 3.0 GPA or higher (t-shirts, or something similar).

1.3 Assessment Method

At the end of the semester acquire all of the GPA's to get the average. Throughout the semester track their progress with grade sheets and study hall hours plus verbal motivation with the students.

1.4 Criterion (Expected Outcome)

Team GPA will raise from an estimated 2.5 from Fall 2015 to a 3.2 in Fall 2016.

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

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.1 Student Engagement

Student Engagement

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

Over the past few years the team GPA has been decreasing for whatever reason. I want to get it back to the normal standards of the past.

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

1.13 Changes as a Result of Evaluation

2 Goal

Sophomore class will graduate or be eligible to graduate after their second year.

2.1 Outcome Description

Have 85% or higher of the second year students eligible to graduate with an Associates Degree or Certificate plan from TVCC.

2.2 Implementation Strategy

2.3 Assessment Method

Track their progress of completion in their Fall courses as well as the courses needed to graduate and see that they are enrolled in those courses for the spring.

2.4 Criterion (Expected Outcome)

85% of the sophomore class will be eligible and hopefully want to receive a TVCC diploma.

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

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.3 Academic Success

Academic Success

2.7.1 Strategic Plan Relationship Narrative

This outcome relates to Goal 1.3 in the manner of receiving a diploma, or eligibility for a diploma from TVCC, demonstrates academic success not only from the student but the faculty as well.

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 Career and Technical Education Division Chairperson
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal

1.1 Outcome Description

CTE Division faculty will create a course list identifying what courses are taught in which semesters for the purpose of assisting the Student Pathways office in better advising CTE students.

1.2 Implementation Strategy

CTE Division faculty will examine current and prior semester course schedules to determine what sequence exists in order to identify a course list for this outcome.

1.3 Assessment Method

I will exam each submittal for accuracy and compile them into a single document for easy access by Student Pathways staff.

1.4 Criterion (Expected Outcome)

Preferably all CTE Division programs will complete this task by November 1st. However, I will consider it a success if 80% of programs meet the deadline.

1.5 Relationship to the Quality Enhancement Plan (QEP)

1.5.1 Narrative of the relationship to the QEP

This outcome is for the purpose of making sure students are advised correctly and enrolled in the proper courses to progress through their degree plans efficiently.

1.6 Relationship to Unit Mission

1.7 Strategic Plan Relationship - LINK to selection

1.4 Workforce Success

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.4 Workforce Success

Workforce Success

1.7.1 Strategic Plan Relationship Narrative

1.8 Strategic Plan Relationship - LINK to selection

1.2 Student Success

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.2 Student Success

Student Success

1.8.1 Strategic Plan Relationship Narrative

1.9 Operational Budget Implications

1.10 Personnel Budget Implications

1.11 Equipment Budget Implications

1.12 Personal Notes

1.13 Results/Findings (Data Summary - Analysis & Evaluation)

CTE Division Director forwarded the compiled list of courses in an Excel spreadsheet to Tammy Denney on November 11, 2016. 100% of the CTE Division departments provided the necessary information allowing the director to provide the information prior to the deadline.

1.14 Changes as a Result of Evaluation

This outcome was met. I will continue to monitor the courses for changes and update the Advising office of said changes.

2 Goal

2.1 Outcome Description

CTE Division faculty will work with Student Pathways to develop Fast Facts sheets to provide information to students who may be as yet undecided in terms of their career path.

2.2 Implementation Strategy

CTE Division faculty will collect and compile information regarding each of their programs. This information will include a description of the program, career opportunities, employment, salary, courses required and time to complete.

2.3 Assessment Method

I will exam each submittal for accuracy and compile them into a single document for easy access by Student Pathways staff.

2.4 Criterion (Expected Outcome)

Preferably all CTE Division programs will complete this task. However, I will consider it a success if 80% of programs meet the outcome.

2.5 Relationship to the Quality Enhancement Plan (QEP)

2.5.1 Narrative of the relationship to the QEP

This outcome is for the purpose of helping Student Pathways to inform students about CTE career opportunities.

2.6 Relationship to Unit Mission

2.7 Strategic Plan Relationship - LINK to selection

1.4 Workforce Success

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.4 Workforce Success

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)**

This information was not forwarded to me from the departments nor was it collected by me. I let this Outcome slip through the crack this year. Outcome not met.

2.13 Changes as a Result of Evaluation

Since outcome was not met, this outcome will be re-focused upon for upcoming year.

Program Name: 3.3.1.3 Coordinator of Career Center
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal

Enhance the online options for career assessment and selection.

1.1 Outcome Description

Evaluate and enhance the online options for career assessment and selection. Make appropriate changes in order to meet the needs of all students across all campuses.

1.2 Implementation Strategy

Research the different options for career assessment and selection assistance. Implement the option that will best meet the needs of our students.

1.3 Assessment Method

Compare the graduation and transfer rates over the next 3 years.

1.4 Criterion (Expected Outcome)

Graduation and transfer rates will increase by 1% by FY19.

1.5 Relationship to the Quality Enhancement Plan (QEP)

1.5.1 Narrative of the relationship to the QEP

With the enhanced options, students will have better resources for completing the Career Assessment portion of the Learning Frameworks course. The "My Best Fit" project will be enhanced.

1.6 Relationship to Unit Mission

This will enable us to guide students towards their selected pathway in a more efficient manner, which in turn will keep them progressing towards and completing that pathway.

1.7 Strategic Plan Relationship - LINK to selection

1.3 Academic Success

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.3 Academic Success

Academic Success

1.7.1 Strategic Plan Relationship Narrative

In regards to Goal 1.3.4, the upfront assistance in career selection will improve course progression through their pathway.

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)

We were able to find a couple assessments that were free to use. This goal will be continued onto next year until we find a solution that best meets the needs of our students.

1.13 Changes as a Result of Evaluation

No changes at this time. However, we have found a program that we believe will better meet the needs of our students, but it has cost implications. This will be continued onto next year's AOs.

Program Name: 3.3.1.3 Coordinator of Student Disabilities
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

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)

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.

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.1 Student Engagement

Student Engagement

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)**

Students that were served in the disability services office increased their knowledge of their rights and responsibilities by 50%. Students also increased their effectiveness as a student with disability higher education.

1.13 Changes as a Result of Evaluation Continue as planned

This goal will be deleted and a new goal will be put in its place.

Program Name: 3.3.1.3 Coordinator of Student Pathways
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal

Transition Core 2 students into Core 3.

1.1 Outcome Description Core 2 Evaluations

Evaluate currently enrolled student who fall under Core 2. Assess their transcript evaluations, previous courses, and current courses. Move all students that would benefit to Core 3 in order to shorten the number of hours needed to graduate and quicken progression through their chosen pathway.

1.2 Implementation Strategy

Retrieve a list of currently enrolled students who fall under Core 2 after census date for Fall 2016, Spring 2017, and Fall 2017 (continuing through Spring 2019). Complete degree audits on those students and move to Core 3 in it benefits the students.

1.3 Assessment Method

Reports that track the number of currently enrolled students who are listed under Core 2. The overall number should decrease with each semester until the 2014-2015 catalog expires on August 31, 2019.

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

Effectively progress students through their chosen pathway in a timely manner.

1.7 Strategic Plan Relationship - LINK to selection

1.3 Academic Success

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.3 Academic Success

Academic Success

1.7.1 Strategic Plan Relationship Narrative

This outcome relates to Goal 1.3.1 in that the students that are able to be moved to Core 3, would be able to graduate with 60 hours instead of 64 hours.

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)

All currently enrolled students for the Fall 2016 and Spring 2017 semesters were evaluated and moved if it was in the best interest of the student.

1.13 Changes as a Result of Evaluation

2 Goal

Create an automatic course substitution manual in regards to Workforce Education.

2.1 Outcome Description

Work with Workforce Education to create an automatic course substitution manual for commonly substituted courses.

2.2 Implementation Strategy

In conjunction with Workforce Education, determine courses that are commonly substituted so advisors can complete the paperwork with the student and send to Workforce to be signed off on in order to make the process flow better for students.

2.3 Assessment Method

Have a working manual in place by the time Summer 2017 registration opens in March.

2.4 Criterion (Expected Outcome)

Students will not be made to walk paperwork to different offices for approval for commonly substituted courses. Paperwork can be completed when a student meets with an advisor and the paperwork forwarded from there. Students will have one fewer hurdle to overcome in the registration process.

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

Efficiently move students through their Pathway in a timely manner.

2.7 Strategic Plan Relationship - LINK to selection

1.4 Workforce Success

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.4 Workforce Success

Workforce Success

2.7.1 Strategic Plan Relationship Narrative

In regards to Goal 1.4.4, having a standard course substitution manual will improve program completion due to the increase in communication between the Advisement Center and Workforce.

2.8 Strategic Plan Relationship - LINK to selection

1.3 Academic Success

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.3 Academic Success

Academic Success

2.8.1 Strategic Plan Relationship Narrative

In regards to Goal 1.3.1, having a streamlined course substitution manual, a student's pathway progression will be more streamlined and efficient.

2.9 Operational Budget Implications

2.10 Personnel Budget Implications

2.11 Equipment Budget Implications

2.12 Personal Notes

2.13 Results/Findings (Data Summary - Analysis & Evaluation)

We have began the process for creating the course equivalency manual. We have all of Donnie Fulford's area complete. We are still waiting on the information from the other workforce departments.

2.14 Changes as a Result of Evaluation

Program Name: 3.3.1.3 Coordinator of Student Tutoring
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal

Student Success Services will contribute to student and academic success by providing well qualified and dedicated peer and professional tutors for academic support in academic and workforce courses.

1.1 Outcome Description Tutoring Effectiveness

Students will be able to identify, formulate and solve problems related to general study courses and program specific courses. Students will utilize the skills taught to them by the tutors to increase test scores and increase semester and overall GPA's.

1.2 Implementation Strategy Tracking

CSC staff will utilize the embedded tracking that is available through the Cardinal Success Center login system to identify random students that have received tutoring services at the end of each semester. We will also use the tutoring reports that are filled out daily by each tutor to gather information of subjects tutored. We will then compare the tutors logs that include detailed information of the subject that was tutored, how long the tutoring session lasted and what the outcome of that session was to the data pulled from the login system. Lastly, we will pull students semester grades to see what grade the student made in the subjects that were tutored.

1.3 Assessment Method Compare reports with semester grades

We will use the tutors daily reports and the login data to compare grades received at the end of the semester in the subjects that the students were tutored in.

1.4 Criterion (Expected Outcome) Increase grades

Students grades will increase as a result of tutoring in the specific subjects.

1.5 Relationship to the Quality Enhancement Plan (QEP)

1.5.1 Narrative of the relationship to the QEP Student Success

As a result of tutoring in the Cardinal Success Center, students will retain information in order to make a stronger showing in academic and workforce classes. As a result, student success in classes will be evident.

1.6 Relationship to Unit Mission

The mission of the Cardinal Success Center to is provide support services for all academic and workforce students. Successful tutoring is an integral part of these support services.

1.7 Strategic Plan Relationship - LINK to selection

1.3 Academic Success

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.3 Academic Success

Academic Success

1.7.1 Strategic Plan Relationship Narrative

Goal 1.3 focuses on academic success and students performing better in courses as a result of tutoring will increase their academic success.

1.8 Strategic Plan Relationship - LINK to selection

1.2 Student Success

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.2 Student Success

Student Success

1.8.1 Strategic Plan Relationship Narrative

Increased grades as a result of tutoring allows the student to feel successful and confident moving forward into the next semester.

1.9 Operational Budget Implications

The department of Student Success Services budgets every year for peer and professional tutoring.

1.10 Personnel Budget Implications

We recruit talented and responsible tutors for all subject in academic and workforce programs.

1.11 Equipment Budget Implications

None

1.12 Personal Notes

1.13 Results/Findings (Data Summary - Analysis & Evaluation)

After comparing data from the tutors reports, transcripts of students receiving the tutoring and the CSC sign in system it was determined that 86% of students that received tutoring in academic and workforce subjects increased their grades by a letter grade.

1.14 Changes as a Result of Evaluation

None, continue to the next academic year.

Program Name: 3.3.1.3 Developmental Education Division Chairperson
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal

1.1 Outcome Description

In order to continue to keep up with current trends and changes in both developmental mathematics, INRW, as well as our learning frameworks courses, we plan on attending as many workshops, seminars, webinars, and conferences as possible.

1.2 Implementation Strategy

Every faculty member will turn in information about any conferences meetings etc. that they have attended. We also would like for attendees to discuss what they learned and any interesting or new ideas at our regular developmental meetings.

1.3 Assessment Method

We will track how many meetings each of our faculty attend, and encourage attendance in any meetings for those areas in which we not fulfill the goal.

1.4 Criterion (Expected Outcome)

Will consider this goal met if we attend at least one conference etc. on each topic in our division.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Quality Enhancement Plan (QEP)

1.5.1 Narrative of the relationship to the QEP

not related

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

We believe that these goal relates directly to item 1.1 student engagement in the strategic plan. The more our faculty no about new trends and happenings in their areas, the more we can then utilize those ideas to engage our students.

1.8 Strategic Plan Relationship - LINK to selection

3.1 Institutional Advancement

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes)

3 Enhance
Communities

3.1 Institutional Advancement

Institutional
Advancement

1.8.1 Strategic Plan Relationship Narrative

We believe that all of the knowledge gained from attending conferences and meetings will make our team and our institution stronger. We also think that by attending these meetings, we will develop a stronger network with other institutions.

1.9 Operational Budget Implications

I believe that our current travel budget would cover any of the costs incurred, and we will also course be taking advantage of the stipend for TCCTA.

1.10 Personnel Budget Implications

There would be no personnel budget implications.

1.11 Equipment Budget Implications

There would be no equipment budget implications, unless of course some wonderful new idea causes us to require new equipment.

1.12 Personal Notes

1.13 Results/Findings (Data Summary - Analysis & Evaluation)

We had great attendance in many different meetings throughout the year. We had faculty and administrators attend meetings throughout the state, and the nation, bringing back ideas that have had much impact on our college. Some of these include the On Course workshop in Anaheim California, where Maribeth McAnnaly discovered many new ideas for our new Learning Frameworks curriculum, and the many meetings of the THECB in which our developmental faculty learned about the new rules and ideas that are shaping developmental education.

1.14 Changes as a Result of Evaluation

We have been so happy with the opportunities our goal has offered to us, that we will retain it for next year. We are working on a system to have faculty report back about the meetings that they attend, so that our knowledge base can be extended. For example, if someone has been to a Corequisite conference, that can be noted. Then they can be tapped as a resource for that particular area.

2 Goal

2.1 Outcome Description

2.2 Implementation Strategy

2.3 Assessment Method

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

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.2 Student Success

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 Athletics
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

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.

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.1 Student Engagement

Student Engagement

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)

The football student-athletes entering the fall assisted in winning the 2016 SWJCFC Championship, 2016 Regional Championship and the 2016 C.H.A.M.P.S. Heart of Texas Bowl. Regular meetings among head coaches are scheduled to improve communication.

1.13 Changes as a Result of Evaluation

Reoccurring meetings are scheduled among head coaches to increase communication.

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 field/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

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.2 Student Success

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)

Basketball graduated more students. Men's basketball graduated 6 for the current year. Football, softball, volleyball, cheer, and basketball had the same number of championships as the prior year.

2.13 Changes as a Result of Evaluation

Increase the support services provided to student athletes. Provide additional tutoring and assign each student athlete to a success coach.

Program Name: 3.3.1.3 Director of Distance Learning
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal Continue work on course certifications for online courses

1.1 Outcome Description

We have been given the opportunity to use a Quality Matters subscription for free this year through our partnership with VCT. I would like to explore that option and determine if we would like to change to QM certified courses. We would still like for 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 (possibly using the QM rubric)
- 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
- Before the course goes "live", a committee of peer reviewers and administrators will review courses based on the standards checklist.
- 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

Comments

Posted on 10/23/16 at 1:19 PM by Wendy Elmore

Is this practice still being done? If so, what courses have been "certified" though the process during the 2014-15 and 2015-16 years?

When the new online training process was started, I was asked to place the focus on the new faculty so there have not been any new certifications with current courses and faculty. Also, I was told that instead of each course being certified, a decision was made to certify the instructor which meant all the online courses assigned to that instructor were then considered to be certified.

Regarding training and certification for current faculty there was discussion about requiring periodic training (remember I mentioned the online LMS and pedagogy training as an option) and after completion of that training then going through the certification process either with our current in-house certification or possibly subscribing to QM and requiring QM certification.

Once a decision is made about QM (see comments below) then I would like to work with the Distance Learning Committee to consider changes in this entire process. Perhaps require re-training every 3 years for all online faculty and this "re-training" would include online LMS training and Pedagogy.

If we switch to a new LMS, this required training would happen with the new LMS training and then perhaps a pedagogy could be added as well?

1.3 Assessment Method Certified Course List

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)

Goal #1: Students will improve collegiate survival skills through a mandatory Learning Framework Course

1.5.1 Narrative of the relationship to the QEP

Consistency with our online course shells might eliminate barriers that contribute to low success rates of students. If we eventually certify all of our online course shells utilizing information from the rubric, we would provide this consistency and hopefully make all online courses more user friendly for students.

1.6 Relationship to Unit Mission

The mission of the department is to create online courses with the same standards as face-to-face classes.

1.7 Strategic Plan Relationship - LINK to selection

1.2 Student Success

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.2 Student Success

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 none

1.10 Equipment Budget Implications none

1.11 Personal Notes

This outcome was developed by Renda Garner. Holley Collier became director at the end of the year, closing out the outcome.

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

The committee chose not to proceed with Quality Matters. Instead, a custom check list was developed for online classes. Furthermore, all courses were migrated to Canvas.

If an instructor was going to teach online with Canvas, at a minimum, at least one of their online courses received certification. The course certification allowed them to proceed in teaching online at TVCC.

The course certification process created consistency for all online courses at TVCC. All online courses were required to provide students with specific resources for success (announcements, syllabus,

getting started directions, etc).
In total, 104 courses were certified by the end of August 2017.

1.13 Changes as a Result of Evaluation

Updated a training course.
Will begin updating certification checklist.
Will continue second round of course certifications.
Need to develop procedures for checking "continued compliance" for the standards.

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; Canvas basics training; best practices in teaching online; accessibility in online courses.

2.3 Assessment Method

Canvas course shells created and faculty utilizing them instead of face-to-face training.

2.4 Criterion (Expected Outcome)

Starting Spring/Summer 2017, 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)

Goal #2: Students will develop a strong connection to TVCC through Cardinal Pride Orientation

2.5.1 Narrative of the relationship to the QEP

Consistency with our online course shells might eliminate barriers that contribute to low success rates of students. We currently offer face-to-face training but would like to enhance that by providing an online training option as well. This would ensure that all online faculty receive the same training and would provide this consistency and hopefully make all online courses more user friendly for students. Furthermore, the online training will be offered to students in an online orientation, that faculty will be introduced to during their faculty online training.

2.6 Relationship to Unit Mission

The mission of the department is to create online courses with the same standards as face-to-face classes.

2.7 Strategic Plan Relationship - LINK to selection

1.2 Student Success

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.2 Student Success

Student Success

2.7.1 Strategic Plan Relationship Narrative

2.8 Operational Budget Implications

For 2016-2017, we have been offered the QM subscription for free. Each course certification is around \$500. If we continue this subscription, we would pay a VCT consortium subscription fee of less than \$2000 and around \$50 per course certification.

Comments

Posted on 10/23/16 at 1:23 PM by Wendy Elmore

Does that mean that the course certification process is free this year for each course that becomes "certified"?

In order to get courses certified through QM you must have a subscription and then there is a cost for each course certification. So, this will cover the cost of the yearly subscription which I believe is about \$1350 per year for VCT members. The cost for each course certification is \$500 (\$250 for the chair and \$150 each for 2 other reviewers).

Also, I did find out that QM certification DOES transfer from LMS to LMS as long as there are no major changes to the course content (which there should not be). So, if we were to decide to start this in Spring 2017 there wouldn't be major issues if we get QM certification on some of our courses in Blackboard and then switch to Canvas. Once a decision is made about the LMS I would like for you and I to discuss the best way of implementing this if we decide to move forward with QM.

2.9 Personnel Budget Implications

2.10 Equipment Budget Implications

2.11 Personal Notes

This outcome was developed by Renda Garner. Holley Collier became director at the end of the year, closing out the outcome.

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

January of 2017 the migration from Blackboard to Canvas began. Thus, training of all faculty teaching online commenced. Those trained included all online instructors (returning and new), plus instructors who wanted to use Canvas as a supplemental resource for face-to-face classwork.

The training was online, through a two-week (self-paced) course. Each training was monitored by a peer-trainer (faculty training faculty). The peer-trainers completed the first round of training, with additional tips and tricks, to become knowledgeable enough to lead and support training.

In addition to online training, face-to-face lab time was available for all faculty, on each campus. Online webinars were recorded for "just in time" assistance. And "how-to" resources were created and posted in an online Faculty Resource Center.

The Faculty Resource Center remains the avenue for sustaining communication after training concluded.

In all, 147 faculty were trained online.

2.13 Changes as a Result of Evaluation

Meeting with Distance Learning Committee to get feedback on training procedures (ex. timeline and training topics)

-Training must continue for "new faculty to TVCC" and "new faculty to Canvas".

-Training must be renewed because Technology continues to improve.

Personal contact is important, and thus Distance Learning will find ways to travel to outreach campuses at least once yearly.

Program Name: 3.3.1.3 Director of Dual Credit
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

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. Continue to improve the 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 FY16.

1.5 Relationship to the Quality Enhancement Plan (QEP)

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

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes)

1 Enhance the Student

1.3.7

Increase dual credit completion rates in academic education courses

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)

Academic dual credit students completed academic core courses with an A, B, C, or D in the following percentages for 2016-2017:

A - 47.14%

B - 32.8 %

C - 16.5%

D - 3.57%

Academic dual credit students were successful in core course completion with the total number of A, B, C, or D earned being 8,208 individual grades for all semesters.

1.13 Changes as a Result of Evaluation

Dual credit will continue to utilize the online dual credit orientation course, student presentations, and student/embedded faculty feedback to continue to improve dual credit outcomes.

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. Continue to improve the 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 FY16.

2.5 Relationship to the Quality Enhancement Plan (QEP)

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

*General Outcomes Links***Strategic Plan (Use for Administrative Outcomes)**

1 Enhance the Student

1.4.5

Increase dual credit contact hours in CTE-workforce education courses

1.4.6

Increase (non-credit) dual credit enrollment of students in workforce training

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)**

Technical dual credit students completed workforce education courses with an A, B, C, or D in the following percentages for 2016-2017:

A - 61.22%

B - 23.15%

C - 11.93%

D - 3.7%

Technical dual credit students were successful in workforce education course completion with the total number of A, B, C, or D earned being 838 individual grades for all semesters.

The total number of workforce education contact hours accumulated for the 2016-2017 year was 64,128.

2.13 Changes as a Result of Evaluation

Dual credit will continue to utilize the online dual credit orientation course, student presentations, and student/embedded faculty feedback to continue to improve dual credit outcomes.

Program Name: 3.3.1.3 Director of Learning Resources
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal

Increase the number of patrons entering the TVCC libraries.

1.1 Outcome Description

Increasing patron traffic into the libraries will expose more students, faculty and staff to the vast resources available. It will also create opportunities for students to engage with library staff, creating connections and pathways to TVCC resources.

1.2 Implementation Strategy

Host special events and short, targeted workshops.

1.3 Assessment Method

Use gate count numbers to determine patron increases.

1.4 Criterion (Expected Outcome)

The number of patrons entering the libraries will increase by 5%.

1.5 Relationship to the Quality Enhancement Plan (QEP)

1.5.1 Narrative of the relationship to the QEP

Hosting special events and targeted workshops will engage students and foster connections to the College. These events and workshops will facilitate library usage by reluctant or hesitant library users.

1.6 Relationship to Unit Mission

The LRCs mission is to provide the most efficient and effective match of services to all faculty, staff, and students.

1.7 Strategic Plan Relationship - LINK to selection

1.5 Learning Resources

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.5 Learning Resources

Learning Resources

1.7.1 Strategic Plan Relationship Narrative

This goal relates to 1.5 to provide continually evolving learning resources and the instruction for their use to support TVCC students and staff. Providing workshops and hosting special events indirectly supports the goal by introducing students and patrons to library staff and resources.

1.8 Operational Budget Implications

Money has been allocated in the 2016-2017 LRC budget for these events.

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)

In comparison to the 2015-2016 overall gate count numbers, traffic into the libraries increased by 17%.

1.13 Changes as a Result of Evaluation

The LRCs will continue hosting special events in continued efforts to boost patron traffic into the libraries.

2 Goal**2.1 Outcome Description**

Increase and expand library instruction sessions.

2.2 Implementation Strategy

Utilizing professional library staff, digital presentations for online and ITV classes, library instruction will increase from previous years.

2.3 Assessment Method

Librarians will maintain statistics related to library instruction sessions. Digital instructional sessions will be documented.

2.4 Criterion (Expected Outcome)

Library instruction sessions will increase by 2%.

2.5 Relationship to the Quality Enhancement Plan (QEP)**2.5.1 Narrative of the relationship to the QEP**

Increasing library instruction sessions assist in facilitating critical thinking skills through demonstration of the retrieval of data and information and will assist in students identification and utilizing college resources.

2.6 Relationship to Unit Mission

The mission of the LRC is to provide the most efficient match of services and resources to satisfy the needs of its users. Library instruction provides information that boosts the matching of services and resources.

2.7 Strategic Plan Relationship - LINK to selection

1.5 Learning Resources

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.5 Learning Resources

Learning Resources

2.7.1 Strategic Plan Relationship Narrative

This goal directly relates to all LRC action areas. Library instruction will increase student awareness of electronic materials, web-based information, and instructional supports thus increasing the likelihood of utilization of those materials.

2.8 Strategic Plan Relationship - LINK to selection

1.5 Learning Resources

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.5 Learning Resources

Learning Resources

2.8.1 Strategic Plan Relationship Narrative

This goal directly relates to all LRC action areas. Library instruction will increase student awareness of electronic materials, web-based information, and instructional supports thus increasing the likelihood of utilization of those materials.

2.9 Strategic Plan Relationship - LINK to selection

1.5 Learning Resources

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.5 Learning Resources

Learning Resources

2.9.1 Strategic Plan Relationship Narrative

This goal directly relates to all LRC action areas. Library instruction will increase student awareness of electronic materials, web-based information, and instructional supports thus increasing the likelihood of utilization of those materials.

2.10 Operational Budget Implications

There are no operation budget implications.

2.11 Personnel Budget Implications

There are no personnel budget implications.

2.12 Equipment Budget Implications

There are no equipment budget implications.

2.13 Personal Notes

n/a

2.14 Results/Findings (Data Summary - Analysis & Evaluation)

The number of library instruction sessions increased by 2.9% from the 2015-2016 year for all TVCC libraries.

2.15 Changes as a Result of Evaluation

All LRCs will continue to offer library instruction sessions and will increase marketing of those sessions particularly as the Learning Framework classes become more numerous.

Program Name: 3.3.1.3 Director of Quality Enhancement Plan
Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal Goal

TVCC QEP Action Committee members, Curriculum Committee members, and Assessment Team members along with feedback from students, faculty, administration, staff, and community leaders identified TVCC's QEP purpose to be a first-year experience which combines college-preparatory instruction early in a student's college career with mandatory attendance at freshman orientation for all students.

1.1 Outcome Description Timeline

The Quality Enhancement Plan (QEP) is a goal that is established by the TVCC community of students, faculty, administration, staff, and community leaders 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 SACS COC reaffirmation process.

The goals for this year are to 1) offer another pilot course in the fall 2016 semester for the purpose of ascertaining workability and value of the action plan 2) QEP report that outlines the activities, goals, and assessments to date that is to be reviewed, 3) seek approval for the plan by the visiting SACS COC onsite evaluation team 4) to submit an acceptable impact report in March 2017, and 5) make changes to the course based on the assessment of the workability and value of the action plan, and 6) offer the final version of the EDUC/PSYC 1300 for spring 2017.

The QEP report was developed and reviewed by the SACSCOC onsite evaluation team in October 2016. Two recommendations were received in regards to the QEP report and visiting on-site team members:

Recommendation 1: The On-Site Reaffirmation Committee recommends that the institution demonstrate appropriate broad-based involvement in the implementation and completion of the QEP.
 Recommendation 2: The On-Site Reaffirmation Committee recommends that the institution demonstrate that the student learning outcomes for its QEP are appropriate and measurable, and that its assessment activities are clearly aligned with those student learning outcomes.
 A SACSCOC QEP impact report that is to address the recommendations is due March 2017.

1.2 Implementation Strategy Implementation Strategy

1. The QEP director works with QEP Action Committee members, QEP Curriculum Committee members, and the QEP Assessment team members to ensure the continued improvement on Learning Framework course and student orientation
2. The director will work with the office of institutional research to glean appropriate data pertinent to the QEP's focus.
3. 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.
4. Develop and submit an acceptable QEP report in September 2016 in preparation for a SACS COC onsite review committee members review in October 2016.
5. Attend annual SACS COC conference in December 2016 for information on developing an acceptable impact report.
6. Submit an acceptable impact report by March 2017 to address onsite review committee recommendations.

1.3 Assessment Method Assessment

Success will be determined by the accomplishment of each of the goals listed above.

1.4 Criterion (Expected Outcome) Criterion

QEP Goal #1: Apply the knowledge and skills attained in learning framework course to improve collegiate
SLO 1.1 Demonstrate foundational models of communication by creating and maintaining a student jourr

semester course calendar that identifies due dates and schedules study time for course requirements.

Assessment Method	Schedule	Metric	Goal
Create and maintain a student journal	Builds throughout the semester	TVCC Academic calendars and goal setting rubric for all sections	85% will score 70% or better calendar activity; 3% increase year to reach 100% competence fall 2022
Create and maintain a calendar using a template	Prior to 12 th class day	TVCC academic goal setting rubric for all sections	85% will score 70% or better goal setting activity; 3% increase year to reach 100% competence fall 2022

SLO 1.2: Demonstrate foundational models of communication by developing note taking and study skills

Assessment Method	Schedule	Metric	Goal
Take notes using the Cornell note taking template while watching assigned video	Mid Semester	TVCC Note-Taking scoring rubric for all sections	85% will score 70% or better note-taking activity; 3% increase year to reach 100% competence fall 2022

SLO 1.3: Demonstrate personal responsibility by identifying and strengthening emotional intelligence skills

Assessment Method	Schedule	Metric	Goal
A comparison of pre-test with post-test results will be made for each student. A copy of the pre and post-test is located in Appendix K .	Pre-test: 1 st week of class Post-test: 14 th week of class	Scoring Criteria/grade sheet	85% of students will show their performance pre-test administration post-test administration personal responsibility 3% increase per year to reach 100% competence

SLO 1.4: Demonstrate critical thinking by retrieving, analyzing, and synthesizing data into information on

Assessment Method	Schedule	Metric	Goal
Students will complete the readings, videos, and practices for the “Learning How You Learn” unit and complete the “My Best Fit” semester project.	End of semester	A scoring rubric will be used to evaluate the appropriateness and effectiveness of “My Best Fit”. A copy of this rubric is located below	85% of students will score on the “My Best Fit” assessment increase per year to reach competence by fall 2022

QEP Goal 2: Develop a strong connection to TVCC through attendance at Cardinal Pride orientation.

SLO 2.1 Demonstrate personal responsibility by accessing and utilizing college technology resources for submitting course evaluations, and locating course grades.

Assessment Method	Schedule	Metric	Goal
A Cardinal Pride freshman orientation survey will be completed after attending the orientation.	End of Cardinal Pride freshman orientation session	Completed Cardinal Pride freshman orientation surveys by each attendee	100% of students Cardinal Pride orientation will successfully locate TVCC email and Cardinal Connect portal.

SLO 2.2.: Demonstrate personal responsibility by identifying and utilizing college resources, including library and financial aid.

Assessment Method	Schedule	Metric	Goal
A Cardinal Pride freshman orientation survey will be	End of Cardinal Pride freshman orientation session	Completed Cardinal Pride freshman orientation surveys by each attendee	100% of students Cardinal Pride orientation will successfully locate

completed after attending the orientation. A copy of this survey is located in [Appendix I](#).

TVCC email & Cardinal Con portal.

1.5 Relationship to the Quality Enhancement Plan (QEP)

1.5.1 Narrative of the relationship to the QEP QEP relationship to Narrative

The QEP is the component of the Southern Association of College and Schools Commission on Colleges (SACS COC) accreditation process that affirms an institution's commitment to the quality of student learning. As a member of this organization, TVCC is required to develop a QEP plan that focuses on improving student learning. The goals of our plan are:

Goal #1: Students will improve collegiate survival skills.

Goal #2: Students will develop a strong connection to TVCC.

Goal #1 Narrative:

Entitled "Step Out Onto the Pathway to Progress", a key component of this Institution's QEP, "improve collegiate survival skills" are connected to the student learning outcomes for EDUC/PSYC 1300 Learning Frameworks. This course is designed through structured, educational experiences to equip first-time-in-college students discover a clearly designed, pathway to succeed in college and careers to fulfill Goal 1 of the QEP.

Student Learning Outcomes for Goal 1 of TVCC's QEP plan:

Upon completion of this course, the student will be able to:

SLO 1.1: Create, schedule, and revise a semester course calendar that identifies due dates and schedules study time for course requirements.

SLO 1.2: Develop note taking and study skills to improve academic performance.

Goal #2 Narrative:

Upon complete of student orientation, the student will be able to:

SLO 2.1 Demonstrate personal responsibility by accessing and utilizing college technology resources for managing email, enrolling in courses, submitting course evaluations, and locating course grade.

SLO 2.2 Demonstrate personal responsibility by identifying and utilizing college resources including library services, student success center, advising, and financial aid.

1.6 Relationship to Unit Mission

Trinity Valley Community College (TVCC) Quality Enhancement Plan (QEP), entitled "**Step Out Onto the Pathway to Progress**" will enhance the learning environment for first-time-in-college (FTIC) students. This proposal is intended to help FTIC students overcome barriers that prevent their sustained success in college and increase persistence, graduation, and completion rates of all TVCC students.

The College will accomplish the QEP goals through a comprehensive first year experience targeted at first-time-in-college (FTIC) students who will complete a learning framework course and attend a Cardinal Pride freshman orientation session. Ensuring TVCC students are on the correct pathway to success is the foundation for all educational and learning activities created to maximize student success. This approach supports the mission of TVCC:

Trinity Valley Community College is a learning-centered college that provides quality academic, workforce, college preparatory, student support and community service programs that prepare and empower students for success and promote and enhance life-long learning for all communities served.

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

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.1 Student Engagement

Student Engagement

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 SACS COC review.

1.10 Equipment Budget Implications

A proposed budget is available in the QEP document developed for SACS COC review.

1.11 Personal Notes

No new notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation) Findings

The goals for this year are to 1) offer Learning Framework course implementation as voluntary enrollment for Spring 2017, 2) require Learning Framework course for all students enrolled in a developmental course and completed less than 12 hours TVCC course work for Fall 2017, and 3) to submit an acceptable response report in March 2017 based upon these recommendations:

Recommendation 1: The On-Site Reaffirmation Committee recommends that the institution demonstrate appropriate broad-based involvement in the implementation and completion of the QEP.

Recommendation 2: The On-Site Reaffirmation Committee recommends that the institution demonstrate that the student learning outcomes for its QEP are appropriate and measureable, and that its assessment activities are clearly aligned with those student learning outcomes.

The QEP Curriculum Committee completed a curriculum for the Learning framework course, and the final revision within the eCourse system implemented and distributed to all Learning Framework instructors beginning spring 2017. Training for instructors took place on January 12, 2017.

1.13 Changes as a Result of Evaluation

Changes to the Learning Framework curriculum, rubrics, and outcomes were completed by the curriculum committee and approved by action committee members. A satisfactory QEP was submitted, recommendations received, and impact report due March 2017.

Program Name: 3.3.1.3 Director of Small Business Development Center
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal

1.1 Outcome Description Raising Profile

The SBDC has a goal of being the leading source for small business assistance in the service area. An important aspect of this is to make the community aware of our accomplishments.

1.2 Implementation Strategy

1.3 Assessment Method Our implementation strategy includes using a marketing piece

Our implementation strategy includes creating a more effective marketing piece which details our work product.

1.4 Criterion (Expected Outcome)

Number of newspaper cites, other press mentions.

1.5 Relationship to the Quality Enhancement Plan (QEP)

1.5.1 Narrative of the relationship to the QEP QEP

None

1.6 Relationship to Unit Mission

Blank

1.7 Strategic Plan Relationship - LINK to selection

3.4 Community Service

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 3 Enhance Communities

3.3 Community Service

Community Service

1.7.1 Strategic Plan Relationship Narrative

The SBDC relates to economic development including increasing job opportunities for students and graduates.

1.8 Operational Budget Implications

None

1.9 Personnel Budget Implications Personnel

None

1.10 Equipment Budget Implications Equipment

None

1.11 Personal Notes

No personal notes.

1.12 Results/Findings (Data Summary - Analysis & Evaluation) Raising profile

This goal is somewhat difficult to measure objectively as we have no available indicators for this.

1.13 Changes as a Result of Evaluation Raising awareness

The SBDC was awarded a grant for \$10,000 from the Forney EDC. Newspaper coverage ensued. SBDC clients received newspaper coverage but generally did not mention our relationship. The facebook page for the center became more linked to stakeholder institutions.

Program Name: 3.3.1.3 Director of Student Engagement
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal

1.1 Outcome Description

1.2 Implementation Strategy Intramural Offerings

Offer intramural sports that appeal to the student body. Make sure the tournaments are scheduled during time periods where students can participate.

1.3 Assessment Method Number of Teams

See how many teams participate. - Quantitative
 How much do students enjoy it. - Qualitative

1.4 Criterion (Expected Outcome) Participation

We hope that students will form teams, play intramurals and have a wonderful time. We know that these moments can allow students to connect and create lasting memories of TVCC.

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

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes)	1 Enhance the Student
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1.1.1	Increase the satisfaction of student engagement in collegiate life
1.1.2	Provide students a comprehensive, holistic college experience that will enhance their overall growth and development
1.1.9	Increase overall student satisfaction with their experience at TVCC

1.7.1 Strategic Plan Relationship Narrative

1.8 Operational Budget Implications Supplies

As supplies wear out from use they will have to be replaced.

1.9 Personnel Budget Implications

1.10 Equipment Budget Implications

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation) Intramural Sports Findings

Student Life offered 4 intramural sports in 2016-17: football, basketball, dodgeball and sand volleyball. Football was limited to a spring tournament due to practice field construction. Basketball was limited due to lack of student follow through to turn in team rosters. Dodgeball was packed as always and students had a great time as always. Sand Volleyball was done at night and proved to be a great event for our students.

1.13 Changes as a Result of Evaluation Evaluation

Advertisements and announcements for intramural sports are done in advance and students communicate to use they are aware of the upcoming intramurals. Follow through to sign up and turn in rosters from the students is very poor. They come to our office and tell us repeatedly that they are about to turn in their roster but often do not. This issue concerns self-efficacy, maturity, and FOMO (fear of missing out). Team captains are so concerned about getting the best team possible that they end up without a team. They don't want to play unless they know they are going to win. This issue was the worst it has been this year. We will think about ways to make it easier to sign up, but handing us a paper with names on it is about as easy as it gets.

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)

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.

*General Outcomes Links***Strategic Plan (Use for Administrative Outcomes)**3 Enhance
Communities

3.3.3

Increase the level of community service involvement by student organizations

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) Community Service

Student Life provided many different opportunities of community service this year: 3 Trash Bash events, FBC North Pole, several Aramark catering events, Senior Olympics, Kiwanis Pancake Day, decorated the TVCC plaza for Christmas, Annual Thanksgiving Food Drive, 5K run at Disciples Crossing.

This wide variety of community service events allowed our students to bond together and see the importance of service and volunteerism in a local community. Many of these events allowed students to meet community leaders who were also volunteering and providing an example for our students to model.

2.13 Changes as a Result of Evaluation Evaluation

Student Life is very pleased with the participation of our students in regards to community service. We have a great balance of events and opportunities without burning our students out which is something we are always careful to avoid.

Program Name: 3.3.1.3 Director of Student Financial Aid and Veterans Services
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal

1.1 Outcome Description

For TVCC to obtain an ERP system.

1.2 Implementation Strategy

Implementing an ERP system would give the Financial Aid Office the ability to communicate with other programs in one place. It would alleviate the chance of human errors made by having to input all awards, etc. in manually.

1.3 Assessment Method

Track the amount of time it takes to process a students file (Pell or Direct Loan). And also look at reconciliation and what has to be corrected because of human error.

1.4 Criterion (Expected Outcome)

Decrease the errors found during reconciliation by 25%.

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.

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.1 Student Engagement

Student Engagement

1.7.1 Strategic Plan Relationship Narrative

Would facilitate communication between departments at the college.

1.8 Operational Budget Implications

TBA

1.9 Personnel Budget Implications

1.10 Equipment Budget Implications

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

TVCC Board of Trustees has approved for the institution to move forward with an RFP to purchase the ERP.

1.13 Changes as a Result of Evaluation

Plans were partially met. We will continue to review our processes and to prepare for the ERP implementation.

Program Name: 3.3.1.3 Director of Student Housing/Judicial Officer
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal

To continue 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 received by the deadline given and to be more accurate in determining the number of beds available for new housing students.

1.2 Implementation Strategy

For students that indicate they plan to return to housing for the upcoming fall semester but do not pay the \$25 background check fee, the housing office will place those students on overdue.

1.3 Assessment Method

The Housing Office will determine if placing students on overdue for the \$25 background check fee will be a factor in housing being able to have accurate numbers to be more efficient in determining the number of students returning and available beds for new students.

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 and will have the number of beds available for new students at an earlier time after the semester ends.

1.5 Relationship to the Quality Enhancement Plan (QEP)

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.

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.1 Student Engagement

Student Engagement

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)

57 students that indicated they were returning to housing for the FL17 semester were placed on overdue for the background check fee. Of the 57 students, 1 student do not return to housing. This allowed the housing office to have a more accurate count of the number of beds available for new students needing housing in a more timely manner.

1.13 Changes as a Result of Evaluation

We will continue this process and continue to explore means to be more efficient in determining the number of beds available for fall semesters.

Program Name: 3.3.1.3 Director of Student Success
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

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)

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

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.2 Student Success

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

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.2 Student Success

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 is 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.

Program Name: 3.3.1.3 Director of Testing
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal

Increase credit earned by students through CLEP testing.

1.1 Outcome Description CLEP

Increase number of CLEP exams administered thru the TVCC Testing Center.

1.2 Implementation Strategy CLEP awareness

To increase awareness and numbers of CLEP exams administered a plan has been devised to:

- a) Advertise CLEP thru TVCC's social media
- b) Display CLEP information on campus
- c) Contact service area high school counselors with CLEP information and opportunities.

1.3 Assessment Method CLEP exams

Increase in number of CLEP exams administered over previous year.

1.4 Criterion (Expected Outcome)

To increase the number of CLEP tests administered by 5%, from 2015-2016 numbers of 55 tests.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Goal #2: Students will develop a strong connection to TVCC through Cardinal Pride Orientation

1.5.1 Narrative of the relationship to the QEP

Students will be able to better control the time they spend in college to obtain a college degree.

1.6 Relationship to Unit Mission

The Testing Center will distribute information and encourage CLEP testing through various campus outlets.

1.7 Strategic Plan Relationship - LINK to selection

1.3 Academic Success

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.3 Academic Success

Academic Success

1.7.1 Strategic Plan Relationship Narrative

This plan relates to goal 1.3 Academic Success by encouraging students to complete degree requirements in a timely manner. The CLEP exam/credits allow a student a shortcut to obtaining college hours.

1.8 Operational Budget Implications

No implications on operating budget.

1.9 Personnel Budget Implications

No implications on personnel budget.

1.10 Equipment Budget Implications

No implications on equipment budget.

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

During the CLEP reporting year of 2015-2016, the TVCC Testing Center administered 55 CLEP exams to 54 unique candidates. During the 2016-2017 CLEP reporting year, the TVCC Testing Center administered 73 CLEP exams to 65 unique candidates. This is an increase of over 30% more CLEP testing.

1.13 Changes as a Result of Evaluation

Although goals were met and exceeded, the Testing Center will continue to increase awareness of CLEP benefits to students, both through TVCC's social media and disseminating information to area high school counselors and students.

Program Name: 3.3.1.3 Fine Arts Division Chairperson
Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

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 2016 semester and 100% participation in the spring semester.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Quality Enhancement Plan (QEP)

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

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes)

2 Enhance the College

2.6 Institutional Effectiveness

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 one adjunct who did not turn in LEAPs in the fall of 2016, including embedded dual credit faculty, and I still had one hold-out when it came to the submission of LEAPs data from full-time faculty. I had to work closely with the full-time faculty member, who is from Palestine, and have the provost prompt her to get her report in as well. I believe we should be fine in the coming year.

1.13 Changes as a Result of Evaluation Fine Arts

I have taken steps to simplify the form even more. We will work together on Learning Day on LEAPs this September 2017 since our division will be collecting artifacts submission.

2 Goal

2.1 Outcome Description

The Fine Arts and Speech Division encompasses band, music, choir, Cardettes, art, photography, journalism, as well as speech. These departments are actively involved in outside activities that require multiple purchases to meet their needs, as well as dozens of travel requests for their school related activities. Our Fine Arts instructors are some of the most active on campus. They spend an inordinate amount of time preparing and keeping up with travel requests, purchase orders, reimbursement forms, and invoices.

I want to automate all forms that the Fine Arts division uses on a regular basis. There are some days that I have ten Purchase Orders and/or Travel Request cross my computer. I am grateful that they are digital, but there are other forms that are not. The Travel Requests, which are not automated, are often confusing, so I would like to work in conjunction with the business office and IT to streamline the form and make it more user friendly.

2.2 Implementation Strategy

I will research other colleges and institutions and discern how they manage their frequently used forms.

I will work directly with the business office and IT to automate and streamline the Travel Request and Travel Report forms to make them user friendly.

2.3 Assessment Method

Assessment will be made once the forms have been automated. If the forms are automated and used, we will evaluate the effectiveness of them by ease of use. We can send a survey to the faculty asking their input about the forms.

2.4 Criterion (Expected Outcome)

My goal is that faculty will no longer need to walk across the campus to turn in forms that need approval.

2.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Quality Enhancement Plan (QEP)

2.5.1 Narrative of the relationship to the QEP

2.6 Relationship to Unit Mission

N/A

2.7 Strategic Plan Relationship - LINK to selection

2.6 Institutional Effectiveness

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes)

2 Enhance the College

2.6 Institutional Effectiveness

Institutional Effectiveness

2.7.1 Strategic Plan Relationship Narrative

The more effecient we are as instructors and employees, the more effective our institution will be.

2.8 Operational Budget Implications

The reduction in paper Travel Request and Report could actually positive impact on the budget.

2.9 Personnel Budget Implications

2.10 Equipment Budget Implications

2.11 Personal Notes

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

I was not able to get the automated forms as I had hoped. Working across departments is more difficult than I thought.

2.13 Changes as a Result of Evaluation

I will work on being more efficient in my own processing of the paper forms, but I will bring up the subject again or offer it to the Faculty Retreat as a topic of discussion.

Program Name: 3.3.1.3 Food Services
Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

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)

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: #4 Sep 1, 2016 to Aug 31, 2017

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, AVPs, and Provosts 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)

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.

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.1 Student Engagement

Student Engagement

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)

During the Fall 2016 semester, 41 unique students received the honors designation on their transcripts. In all, 61 honors designations were transcribed for the Fall semester (20 students took more than 1 honors class during the semester).

During the Spring 2017 semester, 62 unique students received the honors designation on their transcripts. In all, 85 honors designations were transcribed for the Spring semester (23 students took more than 1 honors class during the semester).

77 unique students received honors credit during the 2016-2017 academic year.

1.13 Changes as a Result of Evaluation

The goals for the program were exceeded. No changes will be made.

Program Name: 3.3.1.3 Kinesiology Division Chairperson
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

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)

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

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes)

1 Enhance the Student

1.1.1

Increase the satisfaction of student engagement in collegiate life

1.1.9

Increase overall student satisfaction with their experience at TVCC

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)**

When our department reviewed our goals for this year we were very pleased with our outcomes. We are offering the majority of courses allowed by the THECB and ACGM. This year we offered Foundations of Kinesiology online for the first time, which was a very popular addition. We are very proud to be among the leaders in the state of Texas when it comes to our online selection. We offer more (6) online selections than any other junior college in our region.

1.13 Changes as a Result of Evaluation

Our department will continue to work hard and work together in order to maintain our reputation as one of the top Kinesiology departments in the country. We are very proud to work at a college recognized by the Aspen Institute as one of the top 10% in the country. Our department realizes we must do our part to keep this ranking and be a strong representative for TVCC.

Program Name: 3.3.1.3 Language Arts Division Chairperson
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal Language 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 FY18 year for core courses in Spanish, English, and Humanities by the end of the Spring 2017 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)

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.

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.1.2

Provide students a comprehensive, holistic college experience that will enhance their overall growth and development

1.7.1 Strategic Plan Relationship Narrative

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) Data Summary**

All Leaps were reviewed by faculty, and our division chose to wait till our fall meeting to change activities and benchmarks if needed.

1.13 Changes as a Result of Evaluation Changes

All results for this year will be scrutinized by our division in the fall, and benchmarks and activities may be changed accordingly.

Program Name: 3.3.1.3 Mathematics Division Chairperson
Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal

1.1 Outcome Description

1.2 Implementation Strategy

1.3 Assessment Method

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

1.7.1 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

Program Name: 3.3.1.3 Provost TVCC Health Science Center
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

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)

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

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.4 Workforce Success

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) National Diagnostic Exams**

ADN - HESI Exit Exam - Class of 2017 Mean = 862. National Mean = 845. Met

VN Palestine - Class of 2017 Mean = 75.34. National Mean = 69.1 Met.

VN Kaufman - Class of 2016 Mean = 73.4. National Mean = 68.4 Met.

EMT - Did not use HESI this year due to questions about the validity for Paramedics since there did not seem to be correlation between HESI results and success on National Registry exams. The advisory committee voted to no longer use HESI exams in fall 2016.

1.13 Changes as a Result of Evaluation

VN Kaufman and Palestine will continue current strategies. ADN program has adopted the HESI package which will give students practice exams and Case Studies and more remediation. Faculty will follow through on prior semester remediation to hold students accountable and hopefully the HESI exit scores will increase even more.

EMS Paramedic program will be using the Platinum Testing for the current paramedic students who will graduate next August and we will use the Exit Exam for the Administrative Outcomes next August.

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)**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

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.4 Workforce Success

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)

VN Kaufman - Class of 2016 - All areas were above 30th percentile. Met

VN Palestine - Class of 2016 - All areas were above 30th percentile. Met.

ADN - Class of 2016 - All areas above 30th percentile except for Fluid-Gas Transport and Adulthood. Not met.

2.13 Changes as a Result of Evaluation

VN Classes will continue current strategies and curriculum, incorporating any other changes made for improvements.

ADN Class -

Fluid-Gas Transport - Faculty discussed making attempts at holding students accountable for the assigned textbook readings but adding test questions that come from the readings and are not covered in class. Students tend to only study the PowerPoints and miss a lot by not reading the textbook. The exam policy was changed to add 5 questions on previous material for all exams after the 1st one, and fluid-gas transport can be tested more than other concepts.

Adulthood - Faculty discussed how this would be difficult to address - Under adulthood, it states there are many health considerations that relate to the social, physiological and biological changes of adulthood. Ages are not noted on test questions unless the age is germane to the question. Perhaps this was low because fluid-gas transport was low and many of those disorders occur in adulthood - so strategies to improve fluid-gas transport will help increase the scores on adulthood. This has not ever been a weakness before, so we will monitor it to see if it becomes a trend 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)

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

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.4 Workforce Success

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 Associate 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) THECB Annual Data Profile Results

THECB 3 Year Average - Program Completer Rates:

1. EMT = 93.1%
2. SGT = 96.43%
3. VN & Nursing Assistants = 94.71%
4. ADN = 90.17%

All met.

3.13 Changes as a Result of Evaluation

Will continue current strategies such as job fairs, sharing information about open positions, GradCast, etc.

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), and National Registry for EMT Basic level

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, National Registry for EMT Basic level, 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, 70% will pass the EMT Basic exam on 1st 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)

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

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.4 Workforce Success

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 labs to implement the curriculum

4.11 Personal Notes

4.12 Results/Findings (Data Summary - Analysis & Evaluation)

ADN - 78% of Class of 2016 passed NCLEX on 1st attempt. Not met.

VN Palestine - 100% of Class of 2016 passed NCLEX on 1st attempt - Met

VN Kaufman - 100% of Class of 2016 passed NCLEX on 1st attempt - Met

PCT - 100% of class of fall 2016 and spring 2017 passed CNA certification exam on 1st attempt. Met

SGT - 80% of class of 2017 passed CST exam on 1st attempt. Met.

EMT - Basic - 9/20 passed NREMT on 1st attempt for 45% success rate. 13/20 = 65% for all attempts. Not met.

EMT - Paramedic -5/9 passed NREMT on 1st attempt for 56% pass rate and 7/9 for 78% on all attempts. Not met for 1st attempt. Met for all attempts.

4.13 Changes as a Result of Evaluation

1. ADN - will implement new selection criteria in fall of 2018. Have adopted HESI package and will place greater emphasis on HESI exams each semester along with remediation, and increasing mastery on the EAQ for NCLEX.
2. VN - Palestine and Kaufman - will continue current strategies.
3. PCT - will continue current strategies.
4. SGT - will continue current strategies along with the changes already decided on to improve individual performance in LEAPs.
5. Paramedic - will be revising the curriculum so that students will graduate in May and not August. They are finished with content by May and then students lose some of that content over the summer if they are not able to test. Have also adopted EMS Testing from Platinum instead of HESI which should give more relevant diagnostic information.
6. EMT Basic - Will see if adding the practice exams helps to improve national registry courses. Will push students to get their immunizations so that they can finish clinical earlier and be able to test as soon as the course is over as increased time from completion to testing lowers pass rates.

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.
2. Calculate the percentage of students completing EMT basic courses in 1 semester.

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
6. Sixty percent of EMT Basic students will complete EMT basic courses in 1 semester.

5.5 Relationship to the Quality Enhancement Plan (QEP)

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

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.4 Workforce Success

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 labs to implement the curriculum

5.11 Personal Notes

5.12 Results/Findings (Data Summary - Analysis & Evaluation)

1. VN Kaufman - 15/24 = 63% graduated within 1 year. Not met
2. VN Palestine - 19/25 graduated within 1 year = 75% Met
3. SGT - 10/11 students graduated within 1 year = 91% retention. Met
4. ADN - 44% of generic students starting in 2015 graduated within 2 years. Not met. 64% of LVN transition students graduated within 1 year. Met. 80% of Paramedic transition students graduated within 1 year. Met. Overall - 51% of students graduated on-time. Not met.
5. EMT - Paramedic
Kaufman - 100% of students from fall paramedic courses graduated = 100%. Met
Palestine - 80% of students from fall paramedic courses graduated = 80%. Met
6. EMT Basic - 32/88 students passed the EMT Basic courses within 1 semester for 36% retention rate. Not met.
7. PCT - Fall 2016 - 9/9 = 100% completed in 1 semester. Met
PCT - Spring 2017 - 5/5 = 100% completed in 1 semester. Met.

5.13 Changes as a Result of Evaluation

1. VN Kaufman - Will continue encouraging students to attend test counseling. Have revised the selection criteria to select students more likely to be successful - will go into effect January 2019. Will work on getting a larger pool of applicants.
2. VN Palestine - will continue current strategies along with adoption of the new selection criteria starting fall 2018.
3. ADN - Will continue to work on helping students focus on what to study for Level I and Transition. Will encourage students to attend test counseling. Will implement revised selection criteria for fall of 2018 to select students more likely to be successful with greater emphasis on HESI reading and grammar scores and science grades.
4. SGT - will continue current strategies and implement new selection criteria.
5. PCT - will continue current strategies - emphasis will be on recruitment.
6. Paramedic - will continue current strategies - emphasis will be on recruitment.
7. EMT Basic - Practice exams will be added to all EMT classes to see if this increases student success. A Canvas shell is being developed for spring 2018 to implement the practice exams and on-line quizzes. The advisory committee will be asked about possibly adding the Learning Frameworks course to the EMS certificate as many students who drop or fail state it is due to their lack of academic preparation for such a difficult course.

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)

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

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 2 Enhance the College

2.3 Facilities Management

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

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.5 Learning Resources

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)

There were no valid student responses. The percentages from faculty survey were all above 4.43. Met.

6.14 Changes as a Result of Evaluation

Will work on getting more surveys completed by students next year. Faculty were satisfied so will continue current strategies.

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)

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

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.4 Workforce Success

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)

Level Retention:

Level I - 73% - not met

Level II - 82% - not met

Transition Level - 71% not met

Level III - 95% - Met

Level IV - 99% - Met

7.13 Changes as a Result of Evaluation

Retention for 1st year and Transition is not meeting benchmark. We have conducted research and created new selection criteria that goes into effect for classes accepted for summer and fall 2018 that hopefully will admit students who will be more successful. Greater emphasis is put on science grades and HESI admission assessment scores. Have worked on improving the summer orientation activities to help increase success. Ms. Vasquez is working with re-admitting students, having monthly meetings to improve success. Have adopted the HESI package to help students.

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 March 2017.

8.5 Relationship to the Quality Enhancement Plan (QEP)

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

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 2 Enhance the College

2.3 Facilities Management

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) Building

We have made some progress. The Board of Trustees approved the purchase of the Terrell Hospital for providing scholarships to Terrell ISD students. The Board of Trustees approved hiring the architect and have chosen a Construction Manager at Risk. Asbestos abatement is in progress. Construction has not started yet - so the deadline of March was not met. Faculty and Provost have met with the architects to provide input.

8.13 Changes as a Result of Evaluation

Provost and faculty will continue to work with the architect firm. The Board of Trustees will be presented the Guaranteed Maximum Price to approve soon. Construction will begin after that is approved. Plan is now to be completed by spring 2019.

Program Name: 3.3.1.3 Provost TVCC Palestine Campus
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal Increase Community Service Training Opportunities

Offer more non-credit, funded service training classes for Anderson County employees.

1.1 Outcome Description TDCJ

Add the pre-service training program for the Texas Department of Criminal Justice to our current non-credit, funded course offerings. This will add 2 WECM courses to our current offerings.

1.2 Implementation Strategy Expand our partnership with TDCJ

Work with TDCJ to determine construction and instructional needs for their pre-service training. Add classrooms and technology as needed to provide adequate space for the training.

1.3 Assessment Method Track results

Track the number of TDCJ pre-service trainings offered and the number of TDCJ employees served.

1.4 Criterion (Expected Outcome) Outcomes

Two new non-credit WECM courses will be offered to meet the pre-service training needs and at least 250 new students will be trained as a result of the new course(s).

1.5 Relationship to the Quality Enhancement Plan (QEP)

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

3.4 Community Service

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 3 Enhance Communities

3.3 Community Service

Community Service

1.7.1 Strategic Plan Relationship Narrative

Goal number 3.3.2. is to "increase non-credit funded offerings to business and industry." This objective will directly lead to that goal in Anderson County.

Goal number 3.3.4. is to "increase the opportunities to serve as educational resources for communities." This objective will strengthen the TVCC/TDCJ partnership and reinforce the college's role as an educational resource for the Texas Department of Criminal Justice.

1.8 Operational Budget Implications

The primary cost will be in constructing the space for classes. There will be a need for 2 or 3 new classrooms and more restrooms for the students and teachers. The initial estimates for the construction were \$250,000.

The operational expenses will be associated with the increase in utilities and technology needs in the classrooms. This amount is expected to be very small since the utilities for the area are already being

paid by the college.

1.9 Personnel Budget Implications

There are no expected personnel increases due to this project.

1.10 Equipment Budget Implications

The equipment needs for this project will be 2 or 3 smart-room equipment sets and classroom furniture. The total should be approximately \$150,000.

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation) Community Education enhancements in Palestine

At this time the new administrators over the TDCJ training are not ready to move the pre-service training off the Beto Unit. We are still having conversations but this Administrative Outcome will not be met this year.

We are negotiating with the City of Palestine to begin safety training for their public works department, as well as some other city departments. At this time the training agreement has not been finalized, but we hope to finalize it within the next 3 months.

1.13 Changes as a Result of Evaluation

Communication with the TDCJ Training office will continue through this next year. Hopefully they will decide to move a portion of the training to the PWEC, but the AO will not be repeated for the 2017/2018 academic year.

I will also continue working with the City of Palestine on training opportunities for their employees.

2 Goal Increase Signage

Add signage on highway and at PWEC.

2.1 Outcome Description

Add a sign at the Palestine Workforce Education Center and get TxDOT to replace the highway sign for the Palestine Campus.

2.2 Implementation Strategy

Contact the TxDOT Regional Engineer and request a new sign and new directional stripping for the highway turn lane.

Get 3 quotes on the blue pole sign at PWEC. Identify the lowest quote and work with David Graem to place the order for a new sign.

2.3 Assessment Method

Report when the state replaces the highway sign and stripes the highway turn lane. Then post pictures on the TVCC-Palestine Facebook page.

Note when the three quotes have been received for the sign at the PWEC. Then note the new signage via posting a picture on the TVCC-Palestine Facebook page.

2.4 Criterion (Expected Outcome)

The signs will be posted at their respective locations and pictures will be posted on Facebook for greater publicity.

2.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Quality Enhancement Plan (QEP)

2.5.1 Narrative of the relationship to the QEP Not Applicable

2.6 Relationship to Unit Mission Not Applicable

2.7 Strategic Plan Relationship - LINK to selection

2.3 Facilities Management

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 2 Enhance the College

2.3 Facilities Management

Facilities Management

2.7.1 Strategic Plan Relationship Narrative Improved Signage

Adding new signs for the Palestine Campus and the Palestine Workforce Education Center will help identify the campus facilities and complete one facilities project.

2.8 Operational Budget Implications

The highway signage and striping will have no budgetary implications.

The signage at PWEC will have a one time cost between \$5000 and \$10000. There should not be an ongoing cost associated with the signs until time to replace them.

2.9 Personnel Budget Implications

None

2.10 Equipment Budget Implications

None.

2.11 Personal Notes

2.12 Results/Findings (Data Summary - Analysis & Evaluation) Signage

In Fall 2016, TxDOT replaced the highway sign near the entrance to the parking lot with a slightly larger sign. According to the regional engineer we now have the largest sign allowed under TxDOT guidelines.

The pole sign in the parking lot of the PWEC is in the process of being replaced. It should be completed in August 2017 as an LED internally lit sign on a red pole.

2.13 Changes as a Result of Evaluation

While discussing the need for the pole sign at the PWEC, the city inquired if we were also interested in the blacked out sign above the entrance to the mall. I will work this next year on acquiring that sign as well.

Program Name: 3.3.1.3 Provost TVCC Terrell Campus
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal

Determine the success rate of students enrolled in developmental math courses who also participated in our tutoring program.

1.1 Outcome Description

It is projected that students who have availed themselves of tutoring will be more successful in the currently enrolled developmental math course. The number of tutoring minutes will be determined for each student as well as the final grade earned in the course.

1.2 Implementation Strategy

Students will be tracked throughout the semester indicating the number of hours tutored, the TSI scores used to place the student in the appropriate developmental math course.

1.3 Assessment Method

The TSI test scores, the number of minutes tutored, and the final grades will be compared for any relevant data that will reflect on the degree of success of students completing the tutoring program.

1.4 Criterion (Expected Outcome)

It is anticipated that a minimum of 70 percent of students completing the tutoring program will be successful in the developmental math course currently enrolled.

1.5 Relationship to the Quality Enhancement Plan (QEP)

1.5.1 Narrative of the relationship to the QEP

The QEP is about student success at all levels, therefore, it is anticipated that the goal of the tutoring program aligns well with the effort to provide better success for the students in any area of student, but for this purpose, the success of developmental math students.

1.6 Relationship to Unit Mission

N/A

1.7 Strategic Plan Relationship - LINK to selection

1.3 Academic Success

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes)	1 Enhance the Student
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1.2.6	Increase GPA average of developmental students who access and use the services available in the Cardinal Success Center
1.2.7	Increase course completion rates for students utilizing tutoring services in the Cardinal Success Center

1.7.1 Strategic Plan Relationship Narrative

This goal relates to Action Area 1.3 Academic Success Outcomes 1.3.2 Increase the success rate of students attempting developmental education in math, reading and writing. More specifically, this goal relates to the success of those students who have completed

developmental math and also those who have gone through the tutoring program.

1.8 Operational Budget Implications

There are no budget implications for this goal at this time.

1.9 Personnel Budget Implications

There are no personal budget implications at this time.

1.10 Equipment Budget Implications

There are no equipment budget implications at this time.

1.11 Personal Notes

The determination of the effectiveness of the tutoring program could have implications for future tutoring services offered by the college. Under the current goal, only developmental math will be considered, however, it is anticipated that INRW courses will be considered at a later date.

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

During the fall 2016 semester, twenty-two (22) developmental math students participated in the tutoring program. Thirteen of the 22 students tested into the DEVL Math 0309 Beginning Algebra course, while nine (9) of the students tested into the DEVL Math 0310 Intermediate Algebra course. Final grades indicated that 28% of the students made the grade of either an A or B. In addition it was determined that 32% of the students passed the course with a grade of IP which denotes an "In Progress" grade. Fourteen percent withdrew from the course in which they were enrolled and 27% of the students failed the course. However, overall the data provides evidence that approximately 70% of the students enrolled, either advanced to the next level or withdrew from the course with no impact on their overall grade point average.

1.13 Changes as a Result of Evaluation

In view of the results during the fall 2016 semester the following changes will attempt to be initiated:

1. Increase the amount of time students are tutored each week.
2. Encourage student to enroll in tutoring at the beginning of the semester to prevent getting behind in the course.
3. Work more closely with developmental faculty to make certain that tutors are providing a quality learning environment with an accurate understanding of the goals of the instructor.
4. Be more proactive in reaching out to the developmental math faculty to determine students who may be struggling in the course.

2 Goal

Convert exiting classroom (L104) into 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 a suitable office. As of Fall 2016, this faculty member has been moved to a storage/work area. 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' x10' 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 2017 semester will have an office area that will be suitable for their needs.

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

N/A

2.7 Strategic Plan Relationship - LINK to selection

2.3 Facilities Management

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes)	2 Enhance the College	
2.3.2		Update and complete the major projects list, as funding is approved

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 total costs: \$50,000.00. Approximate construction costs: \$35,000.00. Approximate costs of wiring for computer and telephones: \$5,000.00 Approximate furniture costs: \$2500.00 x 4= \$10,000.00.

2.9 Personnel Budget Implications

There are no personnel budget implications for this goal. The goal is to provide office area for existing employees. 2

2.10 Equipment Budget Implications

Furniture and IT (computer/telephone/printer) must be purchased for each office area as previously

described.

2.11 Personal Notes

Budget and time limitations prevented the construction and conversion of the designaged classroom into approximately four office areas and one or two storage areas. Monies for this project have been budgeted in the current 2016-2017 budget with the anticipation that this goal may be reached this academic year.

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

Budget and time limitations prevented the construction and conversion of the designated classroom into four faculty office areas. Monies that were budgeted for this academic year may be better suited for other more critical physical plant operations. The need for more office space will continue to be a priority of the Terrell Campus.

2.13 Changes as a Result of Evaluation

The need for faculty and staff office space continues to be a need to the Terrell Campus. The importance of having office space for full time as well as part time faculty are important, therefore, this goal will continue to put forth as a much needed addition to the Terrell Campus and our ability to meet the needs of our students by providing adequate offices for our faculty to work and interact with students.

Program Name: 3.3.1.3 Science Division Chairperson
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

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 2017-2018 should shift the Learning Frameworks course to be taken within the first fifteen semester hours of courses attempted at TVCC. Additionally, all mathematics or science degree seeking students should be informed that this should not delay their beginning the long and consecutive list of major courses that serve as prerequisites to successful transfer into junior level university programs.

1.2 Implementation Strategy

Faculty of the Math & Science Division will rework the Departmental Pathways included in the 2017-2018 TVCC Catalog to include the Learning Frameworks course within the first 15 semester hours of a student's suggested pathway.

All Math & Science Division faculty who teach courses including students who major in mathematics or science or engineering will inform students that this change is meant to enhance their learning experience and as such should not delay their beginning the consecutive list of prerequisites that they need to take to prepare them for a successful transfer to junior level courses at their preferred transfer university.

1.3 Assessment Method

TVCC Catalog changes submitted for the 2017-2018 TVCC Catalog will include Learning Frameworks in the suggested Pathways.

1.4 Criterion (Expected Outcome)

100% of the seven Pathways for inclusion in the TVCC 2017-2018 TVCC 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)

1.5.1 Narrative of the relationship to the QEP

The TVCC 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.

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes)	1 Enhance the Student
---	-----------------------

1.3.1

Increase the number of graduates in associate degrees and certificates each year

- | | |
|-------|--|
| 1.3.4 | Increase the number of core curriculum completers each year |
| 1.3.8 | Increase course completion rates in academic education courses |

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

None

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

All 7 Math and Science Pathways include Learning Frameworks within the first 12 semester hours of college attendance. All courses which transferring students can take at TVCC are listed under the Pathways schedules and are recommended to transferring students as alternative and elective Core courses when appropriate.

1.13 Changes as a Result of Evaluation

A new Administrative Outcome for Mathematics and a new Administrative Outcome for Science will need to be chosen for next year.

Program Name: 3.3.1.3 Social Sciences Division Chairperson
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal

Did not have program review goals for 2016-2017

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)

Goal #1: Students will improve collegiate survival skills through a mandatory Learning Framework Course

1.5.1 Narrative of the relationship to the QEP

Freshman students were encouraged to take the learning frameworks course.

1.6 Relationship to Unit Mission

We did not have a unit mission.

1.7 Strategic Plan Relationship - LINK to selection

1.3 Academic Success

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes)

1 Enhance the Student

1.3.4

Increase the number of core curriculum completers each year

1.7.1 Strategic Plan Relationship Narrative

There was no strategic plan.

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)

No data since no plan.

1.13 Changes as a Result of Evaluation

Have a plan for next cycle.

Program Name: 3.3.1.3 Student Retention Coordinator
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

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)

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

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.3 Academic Success

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)

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

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.3 Academic Success

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: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal

Increase contact hours generated by TVCC by adding new programs.

1.1 Outcome Description

Expand TDCJ offerings at Palestine workforce center to include pre-service training as part of the on-boarding for all TDCJ personnel statewide.

1.2 Implementation Strategy

Provide TDCJ pre-service training that includes the appropriate instructional curriculum at the Palestine workforce center in 2016-17.

1.3 Assessment Method

Incorporation of continuing education courses for TDCJ pre-service instruction at Palestine workforce center.

1.4 Criterion (Expected Outcome)

Enrollment and completion of pre-service training for newly hired TDCJ employees; Contact hour funding provided to TVCC for enrollment in the pre-service training courses.

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

Increase student enrollment and contact hours eligible for funding.

1.7 Strategic Plan Relationship - LINK to selection

3.4 Community Service

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 3 Enhance Communities

3.3 Community Service

Community Service

1.7.1 Strategic Plan Relationship Narrative

Enhance community service by expanding partnership with city of Palestine as well as TDCJ statewide administration.

1.8 Operational Budget Implications

Expense of adding 2 classrooms and restrooms to Palestine workforce center.
 Income of contact hour funding by THECB for additional contact hours generated through pre-service training.

1.9 Personnel Budget Implications

N/A - TDCJ will provide instructors for pre-service training.

1.10 Equipment Budget Implications

IT room set-up for classroom setting

1.11 Personal Notes

Awaiting TDCJ approval/MOU to be reviewed

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

TCJ pre-service training has been discussed with a formal proposal submitted to TDCJ. It is currently awaiting approval with a formal MOU forthcoming.

1.13 Changes as a Result of Evaluation

Analysis of contact hour at TDCJ has become very vital to evaluating the feasibility of new program additions. Although we have not yet formalized and implemented the pre-service TDCJ training, this discussion has generated an interest in more carefully projecting the impact of implementing new programs throughout instruction.

Program Name: 3.3.1.3 VP of Student Services
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal

Provide students a comprehensive, holistic college experience that will enhance their overall growth and development.

1.1 Outcome Description

Increase student success and completion.

1.2 Implementation Strategy

Offer opportunities for students to connect and engage with campus and community.

1.3 Assessment Method

Monitor the opportunities.

1.4 Criterion (Expected Outcome)

Increased number of programs and events. Create clear pathways for students from entrance to graduation. Create opportunities for students to engage with the campus.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Goal #1: Students will improve collegiate survival skills through a mandatory Learning Framework Course

1.5.1 Narrative of the relationship to the QEP

The more engaged students are to the campus the more likely they will be successful.

1.6 Relationship to Unit Mission

This directly impacts our ability to provide quality academic, workforce, college preparatory, student support, and community services programs.

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

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.1 Student Engagement

Student Engagement

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

Community/Public Service

Program Name: 3.3.1.5 Dean of Continuing and Workforce Education Division
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal Improve Credit program retention -M/NA

Increase the retention of Medical/Nursing Assistant Program

1.1 Outcome Description

Increase the percentage of MNA program completers. Compare numbers of entering students to completers. This will be a longitudinal comparison of: (1) the enrollees into NURA 1401 - Health Care Aide students to (2) program certificate completers.

1.2 Implementation Strategy

1. TVCC will reactivate non-credit Nurse Aide Certification training to attract and absorb students who are enrolling in NURA 1401 credit course strictly for the CNA certification earned in that training to enter into the workforce. Students will be advised to choose from (1) the credit NURA-1401 training as a part of the Medical Nursing Assistant Program or (2) to enroll and participate in the same certification training as a non-credit student. TVCC will "fast track" the non-credit nurse aide training to better serve the student seeking employment after the one initial course/training.

Non-credit (Fast Track) CNA training was reactivated beginning spring 2017. This was implemented as weekend training to accommodate alternative scheduling.

2. TVCC will advise students of the opportunity to articulate non-credit certification into the Medical/Nursing Assistant program. Thus providing an pathway for non-credit students to enter the Medical/Nursing Assistant program when it is appropriate for them.

This advisement began in fall 2016.

3. TVCC will use Texas Public Education Grant (TPEG funds) to non-credit students to provide student financial aid to non-credit students. Often students choose the credit program enrollment to leverage PELL student aid, without intention of continuing with the M/NA program.

Approximately 95% of non-credit CNA trainees qualified for and used TPEG funds in 2016-2017.

4. TVCC will use departmental TPEG funds and a Texas Workforce Commission TANF Literacy Grant to provide tutorials in reading/writing/math specific related to Medical/Nursing Assistant skills, in addition to the tutorials provided to all students by the institution.

TANF Literacy Grant tutorials were offered to students, but few students responded. TVCC notified TWC that these literacy tutorial funds will not be sought for 2017-2018.

1.3 Assessment Method

The ratio of starters to completers will be compared to determine the percentage of completers. This is a comparison study of adult students on campuses only--excluding ISD dual credit students.

1. Starters = NURA 1401 students
2. Completers = Graduates
3. Base year - 2014-2015
4. Comparison year - 2016-2017

1.4 Criterion (Expected Outcome)

The ratio of completers compared to starters (NURA 1401) will increase 1%.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Quality Enhancement Plan (QEP)

1.5.1 Narrative of the relationship to the QEP

not applicable

1.6 Relationship to Unit Mission workforce certification for nurse aides fits dept. mission

Unit Mission --

Provide quality academic, **workforce**, college preparatory, student support and community service programs and prepare and empower student for success and promote and enhance life-long learning for all communities served.

Develop a departmental process to reflect the true **retention data for MNA**. The current data bases is polluted with enrollments of students who are NOT seeking MNA program completion. They are seeking state of Texas, Nurse Aide Certification (CNA-certified nurse aide).

The non-credit CNA training is being expanded with more departmental advising to encourage students seeking CNA only to enter training through the non-credit course.

However, should a student choose to continue with the MNA program after participation in the CNA training, the credential can be articulated into the credit MNA program and the student will be included in the retention data base.

1.7 Strategic Plan Relationship - LINK to selection

1.4 Workforce Success

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.4 Workforce Success

Workforce Success

1.7.1 Strategic Plan Relationship Narrative

Meeting the needs of community students for workforce preparation-

The current MNA program attracts and includes students who do NOT have a goal for developing workforce skills for MNA. Many current MNA students are community members who need short term training for state of Texas Nurse Aide Certification, only. The training for this certification is encompassed within the MNA course NURA 1401 - Nurse Aide for Health Care.

Short term (Fast Track) non-credit CNA (Texas Nurse Aide Certification) was reinstated for those students seeking CNA certification only---instead of seeking to complete Medical/Nursing Assistant Level 1 college certificate.

1.8 Operational Budget Implications Budget funding required- Medical/Nursing Assistant tutorials

Financial aid for non-credit students will be needed.

1. Texas Public Education Grant (TPEG) funds will be used for qualified (low income) students.
2. TANF Literacy Grant funds are used to supplement literacy tutoring for grant qualified students in both the non-credit and credit CNA training processes.

Departmental budget:

- More non-credit departmental funds for non-credit instructors will be required.

TPEG funds were used.

TANF Literacy Grant funds were available but basically literacy support was not sought by students. An auxiliary CNA non-credit instructor has been hired and taught Fast Track CNA training.

1.9 Personnel Budget Implications

Depart. Budget needs/Medical/Nursing Assistant tutorial

Departmental personal budget needs:

- Part time professional tutors @ \$25.00 per hour (Funded through TPEG and TANF Literacy Grant funds)

The grant funds were available for students.

1.10 Equipment Budget Implications

Medical/Nursing Assistant Lab equipment needs

General replacement of medical lab equipment as it wears and needs to be replaced.

Replacement supplies and equipment were provided by funding from Carl Perkins grant, and the departmental supplies budget funded by student tuitions.

1.11 Personal Notes

Student Advisement of Non-credit and credit training choices

Departmental advisors and college counselors/advisors in the Student Services Division are to be informed of:

1. Availability to two pathways for students to receive training to meet the state of Texas training requirements to participate in the Nurse Aid Certification (CNA) testing process.
 1. Pathway for students with very short term training goals = non-credit CNA training
 2. Pathway for students with longer term training goals to complete the full Medical/Nursing Assistant program = credit CNA training (NURA 1401 & 1106)

Provided update training to TVCC counselors and new TVCC Registrar in May 2017.

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

Retention improved by 19% over the base year of 2014-2015.

1.13 Changes as a Result of Evaluation

The goal result was met

2 Goal

Pharm Tech Level 1 certificate program plan was completed

Develop plan for new Pharmacy Technology Program

2.1 Outcome Description

Pursue the process for developing an accredited Pharm Tech program:

- Community Needs assessment
 - Consider the change in state of Texas proposed training requirements
 - Formal survey of service delivery area pharmacies
- Development of an advisory committee with a mission to determine the need, processes and recommend the development of a Pharm Tech program to TVCC.
 - Membership
 - Pharmacists
 - Pharmacy Techs
 - TVCC staff
 - Tasks
 - Research program requirements and models
 - space
 - budget
 - staffing
 - curriculum
 - Assessment processes needed
 - management processes needed

Needs survey

Advisement to TVCC (to develop or not to develop the program)

- Present conclusion
 - Present conclusion to TVCC administration
 - Apply for a program to the Texas Higher Education Coord. Board.
 - Complete SACSCOC tasks

2.2 Implementation Strategy

Follow the program development plan with community advisory members.

2.3 Assessment Method

Was the Pharm Tech program steps attempted (completed): yes or no.
This project may or may not last more than on year.

2.4 Criterion (Expected Outcome)

Was the project worked on? yes or no

2.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Quality Enhancement Plan (QEP)

2.5.1 Narrative of the relationship to the QEP

Not applicable

2.6 Relationship to Unit Mission

The Pharm Tech Level 1 Certificate is a workforce training program.

Unit mission---

Provide quality academic, workforce, college preparatory, student support and community service programs that prepare and empower students for success and promote and enhance life-long learning. Should the needs survey identify that a Pharmacy Tech program is needed, this supports the community pharmacy industry and provides job training for community individuals.

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

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.1 Student Engagement

Student Engagement

2.7.1 Strategic Plan Relationship Narrative

Should the needs survey indicated that a Pharmacy Tech program is needed--
The purpose of the program will be to meet a community and business need.

The survey supported the need for a Pharm Tech program to be developed, and TVCC higher administration supported moving forward with the planning, development and approval.

2.8 Operational Budget Implications

It is currently estimated that a minimum budget of \$200,000 for the first year will be needed:

- space remodel or leasing
- equipment and supplies
- qualified instructional staff

This is based on the start up costs for another college. TVCC should seek donated supplies and equipment and a JET grant. Carl Perkins funds can be used for some equipment.

Developed plan utilizes current space available in the Liberal Arts Building on the Athens campus. \$10,000 of start up equipment and supplies were purchased from the departmental budget to be shared with the instruction of course HITT 1249 - Pharmacology.

TVCC has applied for grant funding to assist with start up costs for instructional staff. Grant awards have not yet been announced.

2.9 Personnel Budget Implications

The program will require one full time instructor and needed adjunct instructors.

Instructors and a project administrator is planned for and funding requested from a Waggner-Pizer grant. Grant award not yet announced.

2.10 Equipment Budget Implications

Approximately \$100,000 (of the \$200,000 estimate) will be needed for equipment.

Donations from industry will be sought, Carl Perkins funds will be sought, JET grant funds will be sought.

Some start up equip met and supplies are available as shared resources with HITT 1249 - Pharmacology (course in Medical/Nursing Assistant Program).

TVCC plans to request a JET grant for equipment and supplies when grant applications open.

Carl Perkins workforce development funds will be requested as they are available.

The TVCC Pharm Tech Advisory Committee has agreed to assist in locating donations from local pharmacies.

The TVCC Pharm Tech Advisory Committee (budget work group) reported that an estimated start up cost for additional equipment should be around \$25,000.

2.11 Personal Notes

It is probable that trained and experienced Pharm Techs will be hired to administer and instruct in the program. Licensed pharmacists are likely too expensive.

2.12 Results/Findings (Data Summary - Analysis & Evaluation) TVCC Pharm Tech program development and approval

A TVCC advisory committee planned and developed the start up processes for a level 1 college workforce certificate program to being in fall 2018.

15 community leaders from the pharmacy community participated as advisory committee members.

TVCC obtained program approval from SACSCOC.

TVCC obtained program approval from Texas Higher Education Coordinating Board (pending TVCC Board of Trustee Approval)

The program has upper administration support, but has not yet been presented to the TVCC Board of Trustees for approval.

TVCC applied for a Waggner-Pizer grant to assist with program start up funding. Results are not yet announced.

2.13 Changes as a Result of Evaluation Continue the Pharm Tech program development

Based on the outcome of 2016-2017 planning and development will continue.

Completion of this goal is dependent upon funding for a full time program instructor/administrator and TVCC Board of Trustee approval.

3 Goal

Develop Occupational Skills Awards

Occupational Skills Awards were developed and approved:

1. Phlebotomy - Occupational Skills Award
2. Nurse Aide for Health Care - Occupational Skills Award
3. Nursing Assistant -- Occupational Skills Award

3.1 Outcome Description 3 MNA occupational skills awards are now available

Develop occupational skills awards as identified and needed by business and industry and community students

3.2 Implementation Strategy Advisory Committee identified OSA areas of need.

Work with business and industry to develop Occupational Skills Awards. Subjects to be identified as needed.

3.3 Assessment Method 3 OSA were identified and approved

Were Occupational Skills Awards requested by business/industry? yes or no
How many Occupational Skills Awards were developed and presented to the TVCC curriculum committee for approval? Number:_____

3.4 Criterion (Expected Outcome) OSA were developed to meet need

It is expected that Awards will be developed as requested.

3.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Quality Enhancement Plan (QEP)

3.5.1 Narrative of the relationship to the QEP

Not applicable

3.6 Relationship to Unit Mission Unit mission is supported with workforce award

Unit mission--

Provide quality academic, workforce, college preparatory, student support and community service programs that prepare and empower students for success and promote and enhance life-long learning.

Occupational Skills Awards are based on workforce training and employer needs. This supports the mission.

3.7 Strategic Plan Relationship - LINK to selection

1.4 Workforce Success

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.4 Workforce Success

Workforce Success

3.7.1 Strategic Plan Relationship Narrative OSA to be used by ISDs for HB 5

The development of Occupational Skills Awards will enhance the opportunities for training enrollments

It is anticipated that ISDs participating in Medical/Nursing Assistant program will utilize OSA to satisfy their requirements for House Bill 5.

3.8 Operational Budget Implications None

None

3.9 Personnel Budget Implications No new instructors needed for this year.

Could require need for adjunct faculty trainers.

3.10 Equipment Budget Implications None

Likely no increase, but it will depend on the training provided

3.11 Personal Notes OSA were identified by MNA Program Adv. Committee

These cannot be identified in advance. The development will be triggered by business and industry request.

3.12 Results/Findings (Data Summary - Analysis & Evaluation) 3 OSA were developed and 10 awarded in 2017

3.13 Changes as a Result of Evaluation None

Program Name: 3.3.1.5 Director of Adult Education Division
Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

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 ITTS (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 using Test for Adult Basic Education (TABE). 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 may be used by the instructor to further delineate weaknesses. Progress assessments are delivered at 30, 40, and 60 contact hours in order to assess progress in educational functioning levels (EFL).

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)

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

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.1 Student Engagement

Student Engagement

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. Students 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 ITTS and other approved online learning programs; 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 the Texas Workforce Commission Adult Education and Literacy grant AEFLA.

1.9 Personnel Budget Implications

100 % grant funded/budgeted through the Texas Workforce Commission Adult Education and Literacy grant AEFLA.

1.10 Equipment Budget Implications

100% grant funded/budgeted through the Texas Workforce Commission Adult Education and Literacy grant AEFLA.

1.11 Personal Notes

None

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

AEL PY 2016 2017 results are based on NRS Federal and TX State Performance Measures. Actual outcomes are reported following TWC's final data sign-off at the end of the PY.

Performance Levels:	Federal/State Goal:	Actual:
ABE Beginning Literacy	62% / 62%	62%
ABE Beginning Basic	55% / 55%	55%
ABE Intermediate Low	54% / 54%	54%
ABE Intermediate High	46% / 46%	46%
ASE Low	52% / 52%	52%
ASE High	33% / 33%	40%

1.13 Changes as a Result of Evaluation

New NRS and State performance measures published for PY 2017 2018.

Program Name: 3.3.1.5 Professional Development
 Program Cycle: #4 Sep 1, 2016 to Aug 31, 2017

1 Goal

Development of Pharmacy Technician Training for community

1.1 Outcome Description

Students completing the proposed Pharm Tech program would:

1. Meet the changing requirements for State of Texas Pharmacy Technician certification
2. Qualify to enter the job market as a qualified Pharm Tech under new Texas requirements.

1.2 Implementation Strategy

The development of a Pharm Tech Program at TVCC would:

1. Add approximately 14 students each taking a minimum of 600 hours (720 contact hours) of instruction generating approximately 14,400 to 18,000 contact hours per year.
2. The needs assessment process will confirm that local pharmacies either need or do not need a local training source to supply them with trained/qualified Pharm Techs to maintain their community businesses.
3. The development of a Pharm Tech program would provide opportunities of local students to participate in training that qualifies the successful completers to enter the workforce in a quality job.

TVCC Pharmacy Technology training to meet community needs as Texas requirements change.

1. Do a "needs assessment".
 1. Organize a local advisory committee of pharmacy professionals
 2. Conduct an area survey of pharmacist about their employee training needs
 3. Research the proposed changes in state regulations
 4. Research training/certification opportunities for Pharm Tech in Texas and the United States
2. (If a need is found) - Submitted "intent to apply" for a program to college regulatory groups.
 1. The Texas Higher Education Coordinating Board
 2. SACSCOC
 3. Other as needed
3. (If a need is found) - Work with TVCC administration to proceed with development
 1. Space
 2. Equipment
 3. Supplies
 4. Personnel
4. Determine curriculum and training needs
 1. types of courses needed
 1. Clinicals
 2. Classroom instruction
 3. Lab instruction
 4. self paced training (if possible)
 5. Types of assessments
5. Determine the type of credential and certification
 1. Certifying group
 2. How to qualify
 3. Departmental approval

1.3 Assessment Method

Were steps taken to develop Pharmacy Technology training (Needs assessment, notifications and approvals)? Yes or no

Yes.

1.4 Criterion (Expected Outcome)

1. Minutes of advisory committee that address curriculum and training will be kept.

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

The mission of the TVCC Continuing and Workforce Education Department is 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.

The Pharmacy Tech program will provide workforce skills training to potential employees within the TVCC service delivery area.

1.7 Strategic Plan Relationship - LINK to selection

1.4 Workforce Success

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.4 Workforce Success

Workforce Success

1.7.1 Strategic Plan Relationship Narrative

The pharmacy tech training would support the community and provide non-credit funded training for TVCC. It would add a type of training for community individuals that does not exist within a reasonable commuting distance.

1.8 Operational Budget Implications

TBD as part of the study.

1.9 Personnel Budget Implications

The budget will need to provide for one full time director/instructor and two part time instructors for labs.

1.10 Equipment Budget Implications

TBD by the advisory committee findings.

1.11 Personal Notes

This requires these approvals before training can begin:

1. TVCC administration/board of trustees
2. The Higher Education Coordinating Board
3. Approval by the national credentialing group selected following the "needs assessment" and advisory committee steps to develop a program

This requires notification to SACSCOC prior to program implementation.

Should the program not be approved, TVCC will consider offering non-credit courses to support pharmacy techs who already have credentials.

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

TBD by the Advisory Committee outcomes and TVCC administration submitting the appropriate program approval requests.

1.13 Changes as a Result of Evaluation Results - Year one of building Pharm Tech program

1. A very active advisory committee was formed and functioned very well for the year. It continues to be in place.
2. The TVCC administration and advisory committee took these steps in toward the development of a Pharmacy Technology program:
 1. Administered and evaluated a area wide needs survey that showed that the training program is needed.
 2. Sought resources to help with the initial planning of a Pharm Tech program.
 3. Prepared a prospectus of the proposed program for SACSCOC, THECB and TVCC Board of Trustees.
 4. Began to identify and acquire equipment, supplies and resources that will be needed for the operation of the program.
 5. TVCC CWE Department began the preparation for Phase 2 of the project for implementation.

2 Goal

Provide professional development to community as needed.

2.1 Outcome Description

Work with individuals, business and industry to provide needed professional development. Topics to be determined as requested.

2.2 Implementation Strategy

Staff will provide advisement and professional development planning strategies with business/industry and groups. These will be provided upon request.

These steps will be followed:

- Identification of training need
- Identification of training strategies
 - on-site
 - on-campus
 - distance learning
 - experiential learning credit
- Determination of number of trainees
- Determination of curriculum, assessments and training processes
- Determination of staff, supplies and equipment needed
- Proposal for training
- Delivery of training
- Evaluation of training success

2.3 Assessment Method

Reporting of data of training from AS400 non-credit enrollments

2.4 Criterion (Expected Outcome)

How many non-credit funded hours of training were conducted in a fiscal year?

2.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Quality Enhancement Plan (QEP)

2.5.1 Narrative of the relationship to the QEP

Not Applicable

2.6 Relationship to Unit Mission

The purpose (mission) of the Continuing and Workforce Education Department is 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.

Providing workforce training to the community business and industries provides direct support of this mission.

2.7 Strategic Plan Relationship - LINK to selection

1.4 Workforce Success

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.4 Workforce Success

Workforce Success

2.7.1 Strategic Plan Relationship Narrative

Meeting the training needs of individuals, business, industry, agencies, groups, etc. will contribute to the number of contact hours of training.

2.8 Operational Budget Implications

Differs by offering, will be determined as new classes or programs are reviewed.

2.9 Personnel Budget Implications

2.10 Equipment Budget Implications

Equipment is dependent on training needs and requests.

2.11 Personal Notes

Meeting the training needs of individuals, business, industry, agencies, groups, etc. will contribute to the number of contact hours of training.

2.12 Results/Findings (Data Summary - Analysis & Evaluation) Results

These specific projects were part of this goal:

1. Work with The Results Companies to develop on-the-job training that will be articulated to non-credit courses in communications and customer service.
2. Work with the Athens Economic Development Corporation and East Texas Council of Governments to develop a training program in Athens to support local business and industry in logistics training (CDL training, forklift training, safety training and logistic management.)
3. Worked with FEMA to provide emergency training for local first responders, schools, colleges, etc.
4. Provided TECLOSE training for area law enforcement agencies.
5. Provided electrical journeyman and master electrician training
6. Began the development of a training series for Real Estate Certification.
7. Provided credit and non-credit entry level medical training to support nursing homes, hospitals, clinics, etc.
8. Provided training to support auto repair industry.
9. Provided accounting and business skills support for local businesses.

2.13 Changes as a Result of Evaluation Changes

TVCC CWE became a working partner to develop a training center. Began work with AEDC and ETCOG toward the development of a regional training center for skills training needed by business and

industry.

1. CDL training
2. Forklift training
3. Safety training
4. Logistics training